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ABSTRACT

The Educational Services Process Model described in this guide is made up of six interactive and interdependent elements functionally related to the common goal of student success. After part I traces the evolution of student services in the community college, part II presents 10 assumptions for planning, highlighting the need for staff involvement; clear definitions, policies, and procedures; a "customer service" approach to college clientele; comprehensive staff development; encouragement of model programs; and the integration of technology to improve the delivery of student services. Part III presents a model to help community colleges develop an integrated student services program made up of six components: (1) an institutional information system to keep track of enrollments, inquiries and admissions, community population data, student progress, retention, community and student needs, and institutional effectiveness; (2) a student outreach and contact plan, which emphasizes community relations as well as student recruitment; (3) an inquiry/admit system that ensures potential students of prompt and helpful information through advising, orientation, and assessment services; (4) registration; (5) educational programming; and (6) program evaluation and feedback. Appendixes describe a model student information system and center and offer information on the application of the model at Central Oregon Community College. (UCM)

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Student Success: The Common Goal

Integrating Student Services Within the Community College

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Acknowledgements

The conceptual model presented in this paper grew out of the work of the Maricopa County Community College District's Student Services Task Force. The task force was established in 1984 to undertake a detailed analysis of student services at the seven colleges that make up the Maricopa County Community College District. The issues identified and recommendations made by the Maricopa Student Services Task Force Report reflect the input of 33 groups of staff members and students, representing a cross section of the district and are consistent with those facing student services programs throughout the country.

The authors are grateful to the 250 students, faculty, and staff members from the Maricopa County Community College District who contributed suggestions to the Student Services Task Force. The many insights and suggestions offered by the members of the Student Services Task Force are also appreciated. In addition, we are indebted to the faculty and staff of Central Oregon Community College who suggested many practical solutions to the problems discussed in this paper.

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PART I

The Evolution of Student Services

The community college movement in America enjoyed vigorous growth between 1963-73, with public support and financing running very high. The type of problems college leaders faced typically concerned where to put the growing number of students and how to keep the campus building program on schedule.

During the next ten years (1973-83) the picture began to change. While the issues associated with this change are too numerous to discuss here, it would be reasonable to say that by 1983 community colleges in general were no longer as prosperous as they had been and that the status of each was determined by a set of individual factors. Prominent among these were local/regional economic conditions, taxpayer support, and student enrollment.

Today in the late 1980's, community college leaders must set institutional priorities to allocate limited resources. The money that was formerly available is no longer there. Administrators not only have to determine their community's needs, but also justify their choices of which educational programs should be offered to the community at a time when community needs are likely to be more diverse than they have ever been in recent times.

To accomplish this task, college leaders are evaluating their colleges in terms of how well each department or office on campus is doing whatever it is supposed to do. As we begin to look at our institutions in this more objective way, we quickly learn that in order to determine if we are doing what we are supposed to do, we first must know exactly what it is we do, why we do it, and how we know when it is done well. We are beginning, then, to evaluate programs on the basis of their results--a concept currently termed "institutional outcomes measurement."

When we look at the evolution of student services during the period 1963-1985, we find very few institutions developing a planned student services program integrated with the total educational process. Most student services programs grew on a piecemeal basis. During the period 1963-73, community college student services evolved. Institutional leaders were far too busy addressing primary needs such as building a campus or implementing new instructional programs. There was little time to integrate instructional programs, let alone student services, within the total educational plan.

One reason for this was that institutional planning was not specific enough to define this level of integration. Most college leaders, including student services deans, did not know what they know today about the implications of effective strategic planning. Without a clear sense of direction or mission, community college student services were modeled after student services at traditional, larger four-year colleges and universities. Student services departments on many campuses were separate from each other and from the "instructional side of the house."

The campus unrest of the late 1960's and early 1970's raised questions about the traditional role of student services, especially when it came to the question of the degree to which colleges should control student behavior. Most growth that took place in student services after 1970 took place in reaction to changes that were occuring and was often the by-product of a special interest group putting pressure on college leaders to establish a program to address the often poorly defined needs of particular groups of students such as returning women, blacks, Hispanics, veterans, single parents, athletes, student government members, and the handicapped.

These early programs were started so quickly that in many cases they were hastily planned with student needs poorly identified and outcomes poorly anticipated. This is not meant to challenge the need for special programs, of course, or question the qualifications of existing staff, but rather to explain the manner in which we have gone about implementing student services programs.

Student Services Today

Since we have not defined student services as a part of the total educational process, it is not surprising that many college leaders and planners have a vague understanding, at best, of the purposes of student services or of the role student services staff might play within the total campus organization. It is paradoxical to note that at the same time that the need for student services is being questioned, these same college leaders are taking a renewed interest in students--partially in reaction to concerns about enrollment and retention. Institutions are looking much more closely at meeting student needs.

As community colleges focus on factors that affect student success, areas such as institutional access, assessment, orientation, advising, and developmental education are being re-thought. In many cases, this re-evaluation is being done by academic faculty and instructional administrators while student services staff are systematically overlooked.

Recently, the president of a large single-campus community college was asked how well he thought the student services on his campus were doing their job. His response typifies the frustration some college leaders have with student

services. He shook his head and said, "I don't even know what those people do, let alone have the faintest idea if they do it well." The pride this president exhibited in his conclusion indicated that student services was not an integral part of the total educational process on his campus.

Subsequent consulting visits with other staff members and a close look at the educational services and programs throughout the campus indicated that in three different instances separate staffs were hired to address the same student needs for the same population. Programming was also very similar. In each case the duplicated function originally was established in student services, while the carbon copy was established in the "instructional area." Surprisingly, in each case, the new program was started without any consultation or coordination with the original program people. Neither group knew what the other did.

Upon closer inspection, it became apparent that for the last several years at this institution there had been a trend to address newly identified needs not through student services, but through other parts of the campus organization. One might conclude that this college's decision-makers did not have confidence in their student services professionals.

A review of the college's collective bargaining agreement showed that student services professionals defined their work load in terms of thinking that was prevalent in the 1960's. The workday was defined as 9:00-5:00, Monday through Friday, with time-and-a-half pay for work after 5:00 p.m. Work on Saturdays was also time-and-a-half, while those who worked on Sundays and holidays were paid double time. The counselors even had a set counselor-to-student ratio.

Regardless of what created this situation, three conclusions can be drawn:

1) The three programs that were duplicated must have been needed, since independent of each other, two major divisions of the college established basically the same programs.

2) Institutional planning to identify community needs and define expected outcomes either did not exist on this campus, or if it did, overlooked valuable resources in student services.

3) The president was not the only person on campus who did not know "what these people do!"

Examples such as these support the statement that far too many student services programs today are <u>exactly</u> the way colleges have allowed them to evolve.

If we have learned anything from the last twenty years, it is that student services must be an integral part of the college. Institutions that continue to segment human resources and encourage outdated territorial lines between

student services and instructional programming will miss the mark. The question is How do we assure this integration? The answer can be found by examining those institutions that have succeeded in integrating student services into the educational process.

The leaders of these institutions have helped staff transcend traditional organizational structures and arbitrary departmental lines to commit themselves to one common institutional outcome--student success. During the late 1980's and 1990's, those community colleges that will be most successful will be those that have staff members who share this goal, who understand they serve a diverse public, who know how to identify student needs, and who can organize every institutional resource towards developing programs that address these needs. These colleges will place a high priority on removing the barriers and resolving the issues interfering with student success.

Implications for the Future of Student Services

A review of student services at successful community colleges indicates that there are four key principles present in the institutional makeup of these institutions. It is clear that planners of student services in the future must do the following.

1) Focus on institutional issues related to student success;

2) Emphasize proactive programming;

3) Provide for close integration between student services and instruction; and

4) Encourage practical applications.

The model for planning student services discussed in this report is based on these four principles. Successfully implementing this design requires that institutional planners share a strong commitment to each principle.

In addition, before attempting to implement the model, colleges need to address ten basic factors that determine how student services will be designed at their institutions. Because addressing these ten factors or key assumptions is a key to integrating college functions, we will begin by discussing issues related to these factors before presenting an integrated model for planning student services.

PART II

Ten Assumptions for Planning

Assumption One:

THERE IS A NEED FOR SYSTEMATIC PLANNING IN STUDENT SERVICES.

While it may seem obvious, it is important to stress that before any institution launches into an effort to redesign and systematically develop its student services program, there must be a strong commitment to an effective institutional planning process. On a number of community college campuses today, little effort is made to address issues and student needs in a proactive fashion. On some of these campuses, planning takes the form of crisis management, reacting to crises, and leaving inadequate time for staff to consider all the factors involved. One key to successful programming in student services is the development of a systematic planning process. The key components of this planning are:

1. Identifying the student and institutional needs that should be addressed by student services.

2. Defining the outcomes desired in meeting these needs.

3. Defining the services, activities, and skills that will be needed to achieve the outcomes.

4. Defining the staff skills needed to offer the activities and services in a manner that will bring about the desired outcome.

5. Providing for evaluation and feedback on staff and program performance as measured against stated outcomes.

Measuring staff effectiveness against a pre-stated outcome that is tied to student success is crucial. Without meaningful criteria for measuring effectiveness, student services staff members often focus on quantitative criteria, such as number of students seen, rather than qualitative measures of performance.

Out of the planning process will come a standard for quality in each student services area. Planning should be a total college effort coordinated by the individual responsible for providing leadership in the student services area. Individuals from every segment of the college--students, faculty, clerical staff, administrators, and other staff--need to

be involved in each step of the process from the time responsibilities are defined through program evaluations. College staff and students need to be asked how well student services did what they planned to do.

Assumption Two

THERE IS A NEED FOR STUDENT SERVICES STAFF TO BE ACTIVELY INVOLVED IN COLLEGE-WIDE PLANNING EFFORTS.

On many college campuses today, because of separation by departmental lines or territoriality, student services staff are systematically bypassed in some planning situations and simply not considered in others. The first step in changing this situation is to involve those who can contribute to the solution early in the planning process. There are many issues and topics that colleges will address over the next five years about which student services staff could provide valuable assistance. A sample list includes:

1) Student outreach, contact, and recruitment
2) Assessment, placement
3) Orientation
4) Academic Advising
5) Articulation: high school and four-year college
6) Student follow-up
7) Developmental education
8) Information technologies
9) Economic development
10 Staff development
11) Registration

This type of coordination would mean that student services staff members would participate with various academic councils and academic staff members in student services planning. For example, deans of students and deans of instruction might make a point of periodically participating in the planning activities of each other's areas.

Efforts to include student services in planning will indeed help make student services staff members feel that they are part of the larger picture and assure that they focus on institutional issues related to student success.

Assumption Three

THERE IS A NEED FOR INSTITUTIONAL DECISIONS TO BE BASED ON MEASURABLE DATA.

On a number of community college campuses throughout the country, decisions about student services programming are based on opinion or conjecture. New programs and services are often developed more because of subgroup pressure than documented need.

Student services staff need to develop an organized system of facts, figures, reports, justifications, and evaluations concerning every aspect of student services programming. Without this accurate information, any planning effort will be hindered. Student services decisions should be based on data such as enrollment and attrition numbers, student and community needs analysis, student assessment information, community population demographics, student interest surveys, and evaluation and outcome reports on programs and activities offered. Emphasis should be placed on making student needs assessment an important aspect of the planning process to help staff chart the direction for student services. Information used in student services planning should be derived from the institutional information system and efforts should be made to share this information in an organized manner with others on campus.

Assumption Four

THERE IS A NEED FOR STUDENT SERVICES FUNCTIONS TO BE CLEARLY DEFINED

Many college personnel (including student services staff) do not have a clear sense of what the role of each student services function should be. Frequently student services department heads, while realizing the importance of each function, do not know what their role in relation to other student services functions should be. For example, on many college campuses, counseling services are so broadly defined that the counselor's role covers just about any activity no one else does or wants to do. The functions a counselor is expected to assume range from performing clerical duties to serving as a therapist. This wide-ranging and undefined role places counselors in a very vulnerable position and makes it difficult for other college staff members to understand exactly what counselors do.

This lack of defined roles affects many of the areas within student services. One result is that these offices lack a sense of their own priorities and expectations. The end result is that there is little understanding of how each student services function relates to the other, and, on the institutional level, where each student services function fits into the total educational process.

Given the current economic climate throughout the nation, this problem is likely to grow significantly over the next several years. During times of limited institutional resources and understaffed departments, student services will be programmed to fail unless institutional leaders can define and prioritize what should be done. Each student services function needs to be defined in terms of expectations and desired outcomes, how it relates to other student services functions, and how it relates to all other college functions and the college's total educational process.

Assumption Five

THERE IS A NEED FOR REGULAR ATTEMPTS TO COORDINATE THE EFFORTS OF STUDENT SERVICES STAFF AND TO INTEGRATE THESE EFFORTS WITH THOSE OF THE INSTRUCTIONAL PROGRAMS.

Student services staff need to interact with each other on a regular basis and interact with other college staff. If this doesn't happen, over a period of time, individual student services departments will become isolated. Through coordinating their efforts staff members will be able to perceive the relationship between their roles and the roles of other student services and college departments. With a clear commitment to a team effort, individual department heads will more readily share resources and approach problems from a broader perspective.

Coordination needs to be on two levels.

1) Within student services, department heads need to meet on a regular basis to plan, prioritize services, address mutual problems, and evaluate programs. Team building skills should be emphasized.

2) Within the total college, student services department heads should meet with other department heads to address issues, problems, and planning considerations that cross departmental lines.

Assumption Six

THERE IS A NEED FOR CLEAR POLICIES AND PROCEDURES THAT RELATE TO ALL COLLEGE FUNCTIONS.

On many college campuses there are no policy and procedure manuals outlining those functions covered by student services. At best, staff rely on sporadic memos and word-of-mouth for an understanding of institutional policies and procedures and how they affect student life. This problem is heightened when several offices need to coordinate efforts such as in the case of registration. Without clear policies, the staff in one office will not have a good idea how another office handles a specific issue. The end result is that students and the general public will get different answers to the same question, depending on which person or office they visit. This is a public relations problem of the highest magnitude.

Basic to any effort to plan college functions is that the rules of the game are clearly spelled out so that all can follow them. There is a need, then, for written manuals that index each function and relate the policies and procedures of one function to all other functions within a specific system, thus enabling staff to make consistent daily interpretations of all college operations to students, the general public, and other staff members.

As we develop these manuals, it is important to evaluate the rules and regulations with an eye towards developing the fairest and the simplest (student-oriented) customer service approach in each of our offices. To that end, staff members need to examine each policy and procedure and ask these simple questions: Is it student-oriented? Will it assist students? Will it make the process simpler and easier for students? How will it help students succeed?

Once the manuals are developed, long-time as well as new staff members should go through extensive orientation on all college policies and procedures. This training should emphasize why each policy and procedure is in place, and should occur before a new person is asked to interact with the public.

Built into this planning and evaluation process should be regular opportunities to assess existing policies to make sure they are in the best interests of the college and its customers. When policies are changed, procedures for implementation must be defined and reviewed with all staff to avoid unnecessary confusion.

Assumption Seven

THERE IS A NEED TO DEVELOP A "CUSTOMER SERVICE" APPROACH TO THE WAY STAFF MEMBERS DEAL WITH THE MANY PUBLICS SERVED BY THE COLLEGE.

On some of our campuses the actions of otherwise capable staff are perceived as authoritarian, uncaring, rigid, and simply not helpful. To assure that staff members take a customer service approach, it is important to have organized staff inservice training activities that teach new and long-time personnel good public relations skills. These sessions also need to emphasize how the college expects individuals to handle particular situations.

What, then, is the image that the institution wishes to transmit to its many publics? To define this image, a college needs to take a careful look at how it deals with its many publics. The college should define what it expects from staff members concerning "customer service," a concept not new to business. Banks and airlines, for example, have come to realize that their product is "service," not just money transactions or transportation. We see "friendly service" as the major theme in much of their advertising. Colleges need to develop mechanisms to assure that students feel that there is a high level of concern and caring on the part of the staff.

Policies, procedures, and staff attitudes need to be assessed, and an ongoing program of staff inservice training should be provided. Existing and new staff should receive a complete orientation on "how we treat our public" before being placed in a situation where they have contact

with students. This effort is especially important for those individuals who are the first line of contact with the public.

The theme of "caring" must permeate every activity and transaction. Staff members must be helped to realize that "customer service" is indeed a top priority at each college. Individuals unable or unwilling to demonstrate this "caring" demeanor need to be reassigned or replaced by service-oriented staff. One emphasis of inservice training should be helping staff members understand the needs of the various publics served and to understand why certain individuals may behave in certain ways. Training should focus on ways to help all staff learn how to meet students' needs.

Assumption Eight

THERE IS A NEED FOR A COMPREHENSIVE STAFF DEVELOPMENT PROGRAM FOR ALL COLLEGE STAFF MEMBERS.

As student services staff begin to implement a systematic planning process and address the issues raised by their analysis of student needs, there should be a significant stimulus for change. The key to successful change in student services rests with the entire student services staff. As changes are proposed, new roles for all staff will emerge. These new directions will require that administrators support a staff development program to help staff acquire new skills.

To implement the desired changes successfully, the staff development program must have a total college focus. Participation by instructional and student services personnel at all levels--professional, paraprofessional, and clerical--is crucial.

One of the most important topics to focus on is meeting the needs of the diverse populations community colleges serve. Understanding the needs of the adult learner, minority students, developmental students, etc., should be a primary focus of the program. Other specific topics related to this focus include:

1) Adult Development
2) Learning Theory
3) Life-long Learning
4) Changing Careers
5) Student Services Leadership Skills
6) Special Student Needs Programming
7) Developmental Staff Evaluation
8) Student Development Programming
9) Developmental Academic Advising
10) Customer Service
11) Computer Assisted Information Systems (Computer Literacy)
12) Model Programs in Student Services

Assumption Nine

THERE IS A NEED TO ENCOURAGE AT THE INSTITUTIONAL, STATE AND REGIONAL LEVEL, MODEL PROGRAMS THAT INTRODUCE NEW IDEAS AND EXPERIMENTAL PROJECTS THAT FOCUS ON STUDENT SERVICES.

Currently, on most community college campuses, there are excellent programs that could serve as models for other colleges. The ideas for these programs have come from grass-roots efforts and are usually the result of cooperative efforts among college staff. These model student services functions are respected by the entire college family. They are almost always run by the "stars"--the well-trained, experienced professionals who know their students' needs and are willing to try new ideas to meet these needs.

Efforts should be made to develop model programs that address the student and institutional needs identified through the planning process. Once developed, these models should be shared with other individuals as part of the staff development program. The results of these studies should be disseminated and shared throughout the state.

One topic that should be reviewed on a local, state and regional level is the development of intervention strategies for student success. Collaborative efforts should be made among the colleges to share their ideas and approaches to student success. Efforts should be made on an annual basis to develop a conference whereby the "stars" throughout the local area, state, or region can share their ideas. Oregon, for example, has an excellent program each year in February. The community colleges in the states of Washington and Oregon participate in a two-day workshop where models and intervention strategies for student success are discussed and shared. This same approach could be applied to 1) cooperative efforts between instructional and student services staff and 2) new applications of student development theory in planning student services functions.

Participation at these workshops should involve a cross section of the college campus. The emphasis should be placed on addressing issues that cross over organizational lines and affect the campus as a whole.

Assumption Ten

THERE IS A NEED TO INTEGRATE TECHNOLOGY THROUGHOUT THE ENTIRE INSTITUTION TO IMPROVE DELIVERY OF SERVICES TO STUDENTS.

In the 1980's the computer technology to expand and improve the quality of service colleges offer to students is at our fingertips. The implications for student services are significant. Proper use of existing

technology in the area of student information systems can drastically change our student services programming in the future.

The day when a student can enter a room labeled "Student Information Center" and access information about career and job opportunities, assessment scores, course selection, and college programs--both two- and four-year--is upon us. The technology is currently available. (For a review of how a Student Information Center might work, the reader is referred to Appendix B in this text.)

One problem that must be addressed is that technology has developed at a faster pace than many student services professionals who are charged with the responsibility of implementing the technology can handle. Many staff members are not prepared to take advantage of the available technology, let alone the technology that is on the horizon.

To assure that student services departments take advantage of this valuable technology, colleges need to consider the following points.

1) All student services department staff members should:

   a. learn the capabilities and limitations of the computer system that is available to them and develop an understanding of this sytem and how it is used in relation to other offices.

   b. understand how computer technology currently available and potentially available can increase the effectiveness of their areas, with an eye towards understanding how computer technology can improve services to students.

   c. develop a mind frame which will foster creativity in using computer technology to increase the effectiveness of each department.

   d. learn how computer systems can integrate related functions.

2) Staff members should be involved in each phase of developing a new system. Someone at the institution who understands the users' needs and the proposed computer system's capability should be available to assist both the users and the data processing staff to design the new system. This includes helping users understand how each new system interacts with existing systems.

3) Staff in each department that will be using the new system should receive appropriate training. Once the new system is operational, someone who understands computer capabilities and user needs must be available on an ongoing basis to help staff members implement the new system.

4) On each campus, consideration should be given to those staffing and hardware needs that will be required to implement the new computer technology. Without adequate staff and equipment, the likelihood of successfully resolving the issue of appropriate use of technology will be diminished.

The ideas presented in this study call for an integrated systems approach that is augmented by a computer-assisted Student Information System. In addition to those components reviewed in the model, the reader is referred to appendices A and B for a discussion of system components and how a "user-friendly" Student Information Center might function.

PART III

A Six-Part Model for An Integrated Educational Services Process

In this section, a model is presented to help community colleges develop an integrated student services program. The use of specific examples is intended to help envision possible roles for student services personnel, not to prescribe a particular way of doing things.

The objective is to present a model that could be used to demonstrate one way student services can be focused on student success while at the same time giving individual colleges full opportunity to define student services in their own terms. This balance has been achieved through reexamining the six systems that make up an institution's Educational Services Process:

1) Institutional Information System
2) Institutional Access System (Student Outreach and Contact Plan)
3) Inquiry/Admit System
4) Registration System
5) Educational Programming System
6) Feedback System

Each of these systems represents a phase of the institution's Educational Services Process (see Figure 1), which begins when college staff first make contact with the potential student (Student Outreach and Contact) and continues through the point when the institution does a follow-up contact of graduates. The Institutional Information System supports the entire educational process by providing data which institutional leaders and planners can use in making decisions concerning the other five systems.

The six systems represent a natural grouping of college functions. This approach encourages efforts to put traditional organizational structure aside and focus on institutional issues and tasks. The first and last systems were designed to provide support for the middle four. The entire process is built upon assumptions reviewed in Part II of this paper.

A) INSTITUTIONAL ACCESS: Designing strategies to provide early outreach and contact with prospective students to help assure smooth access.

B) INQUIRY-ADMIT: Designing strategies that begin with the first contact and continue right through the student's first registration. These strategies assist students to make a number of very important decisions throughout the process, emphasizing such areas as career

selection, assessment, orientation, and advising.

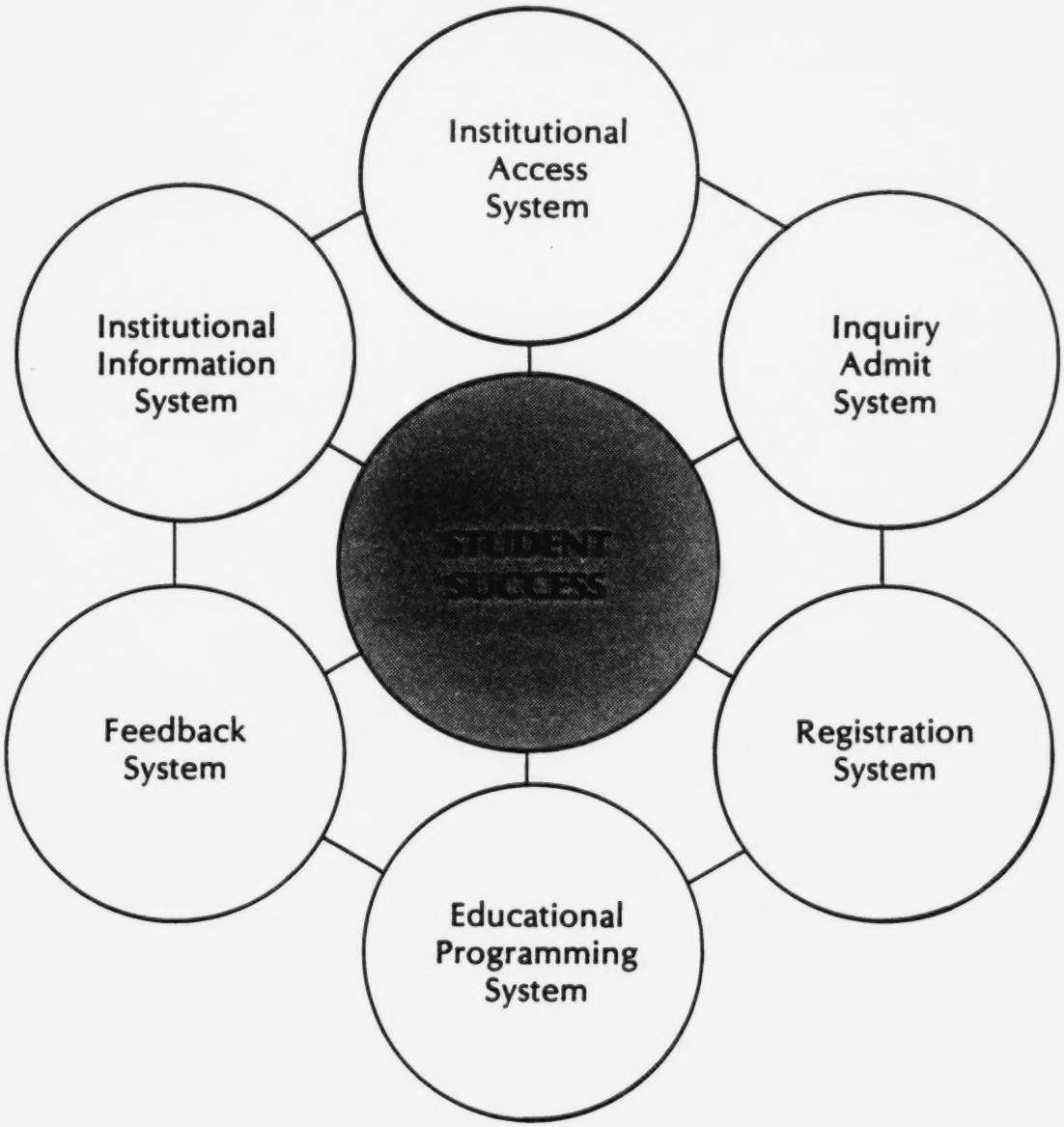
C) REGISTRATION: Designing strategies for developing a coordinated student-oriented registration system.

D) EDUCATIONAL PROGRAMMING: Designing strategies focused on helping students succeed once they have enrolled in the college.

Because each campus is unique, colleges should use this section only as a discussion paper from which the campus community can draw ideas. To assure that these systems are designed and implemented with a broad institutional perspective in mind, each college should consider establishing four ongoing committees. The focus of the committees should be to develop a campus-wide plan of action for considering the issues related to the topics of institutional access, inquiry-admit, registration, and educational programming. The college's leadership should periodically meet with committee members to ascertain what data elements from the Institutional Information and Feedback Systems should be made available to each committee.

Figure 1

Educational Services Process Model



System One

Institutional Information System

A key component in planning student services is to emphasize that student services must be integrated within each college's total educational process. Accepting this premise helps us understand that planning in student services must be a part of institutional planning and the decisions that chart the course of student services programs must be drawn from data derived from the whole campus. Possible sources of information from across the campuse should be carefully integrated into one coordinated "Institutional Information System"--an organized system of facts, figures, and reports concerning every aspect of the college

Frequently, an Institutional Information System includes the following: data on enrollment and attrition trends; reports on faculty teaching load; student and community needs data; data on student test scores and other assessment facts; evaluations and outcome reports on programs and activities covered by the college's educational plan; budget data; community population demographics; and local and regional economic indicators and needs

Since a considerable amount of data that supports the Information System is derived from student services files, the department heads of the areas which gather and develop reports for the Institutional Information System should have a clear understanding of how this information will be used.

Before designing an Institutional Information System several key questions need to be answered.

1) What decisions does the college want to make?
2) What questions does the college want to ask?
3) What information does the college want to collect?
4) What is the most effective way to gather the information?
5) What is the most effective format in which to display the information?
6) To whom will the information be available?
7) Which staff members will be responsible for making sure the data are put into the system?

In designing the Institutional Information System, attention to integrating the many isolated reports developed throughout the college into a coordinated system is essential. Information that will be necessary to support decision-making in student services includes:

I. Population Demographics

A. Enrollment Analysis

Each fall at the end of the fourth week of classes, student enrollment data should be collected. Examples of what the report could display include data for a five-year period focusing on FTE and unduplicated head count information, with separate tables for course concentration; new students; continuing students; full-time enrollment; part-time enrollment; and distributions by age, sex, and number of credits. Other tables could display enrollment figures for the various special needs group served by the college--i.e., minority; reentry; senior adult and international students; veterans; reverse transfer students, etc.

The purpose of analyzing the enrollment each year is to enable college decision-makers to make point-in-time comparisons concerning the head count and FTE of the various populations served by the college. Each institution should analyze its source of enrollment, the populations served, and the types of programs it offers in an effort to identify which variables should be included in its enrollment analysis.

B. Inquiry-Admit

As colleges begin to gather data inquiries made to each of the programs, it will be important to keep a record of the number of inquiries by program and by academic interest. This information should be provided on each of the various populations served by the college. In developing this data file, efforts should be made to track students from the first time they submit an inquiry to the institution through the application process, admission, and eventual registration. The college will then be able to contact persons who expressed an interest in the institution, but who did not follow up with registration. To help ascertain why students chose not to attend the institution, the inquiry-admit data file should also provide information on the source of the outreach and contact activity which generated the inquiry.

C. Community Population Data

Information should be gathered on population trends in the community, such as number of residents by age, economic status, job classification, and by ethnic and special needs categories. Included in this data file should be population trends and projections for the various subgroups served by the college. These groups include returning women; senior adults; ethnic and minority groups; veterans; etc. Added to this data file should be information concerning employer training needs throughout the community as well as employee self-development needs.

D. Student Tracking

It is important for the college to be able to monitor the progress of each student and to track an individual student from the first contact made with the college through follow-up after the student leaves an institution. The tracking system should provide data on the names and numbers of students who drop out, stop out, graduate, or transfer from another institution. It is especially important that enrollment be tracked over a period of years since research has indicated that a number of community college students stop out, and that typically, students take anywhere from two to five years to complete a traditional two-year college program.

E. Retention Analysis

One aspect of an institutional tracking system should be a planned effort to determine which students are leaving college, when they are leaving, and why they are leaving. Reports should show five-year retention trends. As institutions analyze the reasons why students leave, efforts should be made to prioritize activities that will diminish those aspects of attrition that are institutionally caused.

As part of the retention analysis and data file, institutions should have provisions for alert mechanisms on students who are experiencing academic or personal difficulties that might precipitate attrition. This data will provide a valuable resource to institutional planners who are designing intervention strategies focusing on the high-risk student. (See the Educational Programming System section.)

II. Community and Student Needs

A. Student Needs Analysis

Beginning when the student first expresses an interest in the college at the inquiry stage, the college should identify special areas of need such as assistance with choosing a career, financial aid, basic skills, English as a second language, and handicapped services. The student may also need information about a specific program, athletics, certain clubs, hobbies, etc. Early identification of these needs will enable staff members to assist students early in the admissions process.

As institutional data is gathered on characteristics of the high-risk student that interfere with college success, colleges can begin to gather data on those entering students with the same characteristics and offer focused intervention strategies early on in the student's educational experience.

During registration, efforts should be made to survey students' cocurricular interests. This information will provide a basis for student activity planning.

B. Community Needs Analysis

Periodically, surveys designed to gather feedback on the educational needs of the communities served by the college should be conducted. Representative samples of all the groups served such as business people and high school students should be contacted.

Those student services staff who work with special needs groups such as adult reentry, senior adults, minority and veteran students may wish to survey their groups. Information derived from community needs analysis will help institutional planners to design programs that are outcome-oriented and focus on the specific needs of the populations served.

C. Student Demographics

As we develop programs to assess student needs, efforts should be made to gather both an individual and composite profile of the populations served by the college. Such indices as test scores, interests, and aptitudes should be gathered on all students. Any instrument that is used for purposes of predicting success such as tests that measure basic skills, should be validated against pre-stated criteria such as success in entry-level courses. Specific institutional norms should be developed for test scores and other assessment devices. This type of information will be useful in the decision-making process of students and other members of the college community. When possible, efforts should be made to gather separate normative data on assessment instruments for each of the specific subgroups served by the college. It will then be possible to develop predictive tables for each of these groups.

III. Institutional Evaluation

A. Follow-Up

Colleges need to know how their students do once they graduate or leave college. They also need to know how well they prepared students for transfer or to meet other student goals. This information will help decision-makers revise many aspects of the educational process. Through evaluative questions we learn how well certain college functions (including student services functions) helped students succeed.

When colleges have empirical proof of their success, this information can be used as part of an institutional marketing effort to help answer questions frequently asked on how good programs are and

what the student can expect to get out of the college. Without good follow-up information, it is impossible for institutions to measure their effectiveness and to improve programs and services that focus on helping students to succeed. Evaluative follow-up questions should be asked not only of past students, but also of employers and four-year institutions to determine how well students did after leaving the institution.

B. Evaluative Feedback

The importance of seeking student and community feedback on how we are doing needs to be emphasized. Efforts should be made to seek students' evaluation of the help they received in the admissions, registration and advising processes. This effort to seek feedback should continue right through to questions on how helpful the seminar offered by Job Placement on "How to Get a Job" was.

For ideas on ways to seek feedback specifically on student services, the reader is referred to the section of this paper that describes System Six.

C. College Image

Periodically, each college needs to determine what the public's perception is of the job it is doing. How is the college perceived in terms of preparing community residents for jobs or transfer to four-year colleges, meeting the needs of business and industry, and providing programs that offer cultural and personal development? In addition to seeking input from the general population served by the college, efforts should be made to focus on specific subgroups served.

IV. Information to support the Systems that Make Up the Educational Services Process

The Institutional Information System should provide data to support decisions about student services' involvement in each of the five remaining systems. Following are examples of the type of information needed. More detail about each of these areas is provided in the discussion of the remaining five systems.

1) Inquiry Admit Information
2) Advising Information
3) Assessment and Placement Information
4) Degree Audit Information
5) Career Resource Information
6) Job Placement Information
7) Registration Information
8) Financial Aid Information
9) Information on Student Extracurricular Interests
10 Special Student Needs Information

System Two

Institutional Access System
Student Outreach and Contact Plan

Colleges are beginning to re-think the concept of student access. As we see the "open door" become nothing more than a revolving door for many of our students, we are realizing that true open access goes beyond enabling students to simply enroll in any program they wish. We are finding that truly supporting institutional access means nothing less than a commitment to offering needed support programs and services to assure student success. These efforts to improve a student's chances of success start well before the first class when the student and the college first come in contact with each other.

As enrollment and attrition reports give evidence of changing student demographics and possible declines in FTE, college leaders throughout the nation are very concerned that those students who do enroll succeed. These leaders are also beginning to look at what is being done to help potential students learn about their college and make necessary pre-college decisions early on. Many colleges are involved in developing a student outreach and contact plan. The purpose is to assist students in making necessary decisions and getting needed pre-college assistance prior to their first enrollment. Through early identification potential students can learn about the opportunities available at their community college and have ample time to make the necessary decisions about their education.

Although many colleges are wrestling with issues of changing demographics, enrollment and FTE, at a number of colleges, student outreach and contact efforts unfortunately are random, sporadic and not well defined. On some campuses, outreach activities focus only on traditional-age students and are limited to visiting local high schools. Very few activities that focus on specific subgroups served by the college, such as minorities, veterans, high school dropouts, reentry adults, senior adults, and international students are planned, yet many of these students are the so-called high-risk students who need pre-college assistance to help address the problems that can be barriers to their success in college.

On many campuses, Student Outreach and Contact efforts are not coordinated. Frequently staff members who could help colleges focus early on special needs groups are not part of any organized campus effort. Individuals assigned the responsibility to develop a Student Outreach and Contact Plan often do not have a clear idea of what should be done or who should do it. A number of institutions have mistakenly equated student outreach and contact with student recruitment, and have not focused on the

pre-college services and coordination that are essential to student success. On these campuses, recruitment activities sometimes focus on getting bodies, with little concern about helping the student succeed.

Many directors of admissions and records have an understanding of what needs to be done, but are frustrated because their role or involvement in their college's outreach effort is not defined. With limited staff and resources, they are torn between the basic need to make necessary changes in the registration system and the need to blaze new trails in the area of Student Outreach and Contact.

On some campuses, consideration is being given as to whether there even should be a Student Outreach and Contact effort. On other campuses there is considerable debate as to who should be involved. Those campuses that view Student Outreach and Contact as purely a recruitment tool may alienate faculty who may be philosophically opposed to the idea of "selling" the college to students.

When one considers that the way in which a college interacts with its many publics, students, and potential students is perceived as a direct reflection of its values and priorities, the issue is not <u>whether</u>, but <u>how</u> colleges should design and implement a Student Outreach and Contact effort. Each institution should develop a Student Outreach and Contact Plan that includes activities that:

1) Feature personal and individualized attention given to applicants and potential applicants by faculty and staff.

2) Serve the community through activities developed to help community members make career and life decision.

3) Respond promptly to questions and inquiries made by the college's many publics.

4) Improve the community's knowledge of and understanding of the programs and career alternatives available through the college.

5) Identify individuals with special needs and bring them in contact with those college resources and services that can help them meet their needs.

The focus should be on facilitating contact with potential students early on and not waiting for the individual to make the first contact. When initial contact is followed with assistance, colleges will not only improve new student enrollment (recruitment) but also maximize the student's chances of success. A committee made up of a cross section of the college community should be assigned the task of developing the Student Outreach and Contact Plan. The committee should do the following.

1) Identify on each campus one person whose responsibility it will be to coordinate the development and implementation of the Student Outreach and Contact Plan.

2) Identify through data derived from the Institutional Information System the subgroups served by each college. (Careful attention to data drawn from enrollment analysis, college image, community and student needs analyses should help focus outreach efforts on specific groups and topics.)

3) Identify within the college those individuals who should be involved in developing and implementing the plan.

   Efforts should be made to involve representatives from each academic division, public relations staff; and key student services personnel from admissions, counseling, financial aid, and student activities; as well as staff members who are responsible for developing programs to meet the needs of special subgroups. Students from these subgroups can provide valuable assistance when new activities are implemented.

4) Develop specific outreach and contact strategies that focus on each group of potential students. College staff should be involved in those activities that they are best qualified to offer. For example, the director of financial aid might make presentations to parents of high school students on financial aid opportunities or career/vocational faculty might speak to high school vocational educational students or employees at a related industry about career opportunities available at the college. For each strategy, determine who will be responsible, the resources needed, when the program will be offered, and how it will be evaluated.

5) Provide opportunities for all participants to meet on a regular basis to share progress reports and coordinate each component of the plan. Participants should meet in a round-table fashion to share ideas, discuss specific student needs, facilitate coordination, and, when necessary, make modifications in programs.

6) The planning committee should review all printed materials and college information that is disseminated to prospective students to make sure it focuses on the image the college wishes to project and is providing the type of information and assistance necessary to student planning.

There are several student services issues that need to be addressed concerning this system.

1) On many of our campuses, the admissions and records functions have been grouped into one office when there is a clear need for admissions and records to be two separate functions, each with its

own administrative head. The admissions staff can oversee the Student Outreach and Contact Plan and the records staff can coordinate registration. Since development and implementation of the Student Outreach and Contact plan involve a total institutional effort, it is important that representatives from all areas of campus life participate.

2) Paraprofessional level admissions advisors could be used to handle much of the initial Student Outreach and Contact that is carried out in the field before admission. However, it is important that faculty and other student services professionals also be involved in this effort.

3) The counselor's role with respect to the Outreach and Contact Plan should be focused on helping potential students explore career options.

4) Since Student Outreach and Contact should involve every student services staff member, the topic of Student Outreach and Contact should be included in the agenda of regular student services staff meetings. All staff--professional, administrative, and clerical--should be encouraged to provide suggestions on how institutional access can be improved to help assure student success.

System Three

Inquiry/Admit System

Once a student has expressed an interest in or has asked for information about a college, every effort must be made to follow up on the student inquiry. With the assistance of a computerized admit/inquiry system, colleges can help assure that potential students receive prompt and helpful information.

Unfortunately, however, many colleges today operate in a reactive mode with potential students. Often colleges do not follow up inquiries until the potential student makes application. Frequently the student's first action is to come to the college during in-person registration. When this happens, college staff must scramble to provide assistance, assessment, orientation, and advising. The shortage of available time to work with students at this late date makes effective advising very difficult. Students who are unsure as to a program of study or who lack basic skills may find this last-minute registration hinders their chances of success.

With the assistance of a computerized Inquity/Admit Tracking System, colleges can make direct contact with prospective students and offer them personalized attention beginning with their first contact with the college. The system monitors students as they receive information on topics such as financial aid, career selection, assessment, orientation and advising and ends when students first register.

One problem facing many of our institutions is that students initiate their inquiry through a number of different offices. For example, an individual might contact financial aid and submit an application for financial aid but will not bother to fill out an application for admission, or the individual may contact a counselor to discuss his or her career interests but not follow up by contacting either financial aid or any of the other pre-college services available. In an inquiry/admit system that integrates entry services, the office of initial contact would enter all of the information concerning the student and identify areas of special need. This information would then be automatically forwarded to the offices involved and they, in turn, would contact the student and follow up to make sure that he or she received the necessary assistance early on. In addition, the office of initial contact would have the ability through using the computer to arrange for appointments and, in effect, help walk the student through the entire pre-college admit system.

Offices that provide entry-level services could also access the inquiry/admit system to ascertain the names, addresses, and phone numbers of individuals who have expressed an interest in the type of services they provide. They, in turn, would directly contact the student and follow up.

This system is pro-active; it calls for the institution to initiate contact rather than waiting for the student to follow through. The following is an illustration of how an Inquiry/Admit System might function.

1) The Inquiry/Admit System begins when a potential student fills out a "contact card." The card is used to gather information from the prospective student as well as to determine if he or she needs help with financial aid, handicapped services, career decision-making, basic skills, or other special needs.

2) Within 24 hours of the time the card is received, the information is entered into the computer, a packet of information requested by the student is sent along with a personalized letter, and the specific requests for assistance are sent to the appropriate college offices that offer pre-entry services. Within 24 hours of the time the inquiry is received these services will send the student an individualized letter or telephone the student to follow up. For example:

    a. The Financial Aid Office will contact individuals requesting financial aid information in an effort to help students complete the application process at an early date.

    b. Counselors will advise individuals seeking help on making career decisions and will invite them to attend the next career planning course.

    c. Staff members responsible for other special needs will also make direct personal contact through the computerized system.

3) Individuals requesting information about a specific academic program or applying for entrance to a specific program will receive a personalized contact, either a letter or phone call, from the program's department head or a member of that department. Individuals who are not sure about programs or who would like to learn more about a program will be invited to come to campus and work with a faculty member from that program. The faculty member will invite the student to sit down with him or her and review the program and perhaps the student will sit in on one or two classes.

4) The admissions office coordinates student visits to the college and other activities designed to help expedite the application.

5) Throughout the process the admissions office maintains contact with the student. Once the student is admitted, he or she is assigned an academic advisor who is a faculty member from the program which

he or she is pursuing. At the time of admission, an appointment for an assessment, orientation, and advising session is scheduled.

6) The assessment, orientation and advising sessions are group/individual activities that are scheduled on a regular basis from March through in-person registration.

In designing an Inquiry/Admit System, it is important to remember that one objective of the system is to help potential students reach the assessment, orientation and advising phase at the earliest possible date. This is so that students who need special assistance in terms of developmental courses, selecting a career, or any number of possible special needs, can be offered these services as early as possible. To accomplish this, it is necessary to offer support services involved in the entry process at regular intervals on a rotating basis.

Advising, Orientation, and Assessment

As colleges focus more closely on identifying ways to improve student success, perhaps the three most important topics that need to be addressed are new student orientation, assessment, and academic advising. These three functions are vital to assuring that students have proper access to the institution and begin their educational experience in the most positive way. Yet, as we look at these three topics, we find many campuses are engaged in considerable debate about how these services should be provided, and in some cases, institutions are questioning whether they need to be provided at all. This section will review these three functions and provide specific recommendations.

Advising

Most colleges agree that academic advising needs to be improved. Discussions are being held on a number of issues. The ones most often discussed are.

1. Who should do advising--teaching faculty, counselors, or paraprofessionals?

2. Where should it be done? Should academic advising be centralized through an advising center that draws on several key individuals as staff or should it be decentralized with a variety of people throughout the college assuming responsibility for advising?

While these are important issues, the more basic questions relate to matters such as How do we define academic advising? What is its purpose?, and What outcomes do we wish to achieve?

Currently on some campuses, large numbers of students receive academic advising over a short period of time. It is not unusual to have a few staff

members "advise" several hundred students in one day. On one campus, it was estimated that the average time available per advising session was less than three minutes.

According to the CAS Standards and Guidelines for Student Services/Development Programs, (Council for the Advancement of Standards for Student Services/Development Programs, 1986), academic advising is an essential part of the educational process, the purpose of which is to help students develop meaningful educational plans consistent with their career goals and abilities.

The Council goes on to state that "the ultimate responsibility in making decisions about life goals and educational plans rests with the individual student. The academic advisor assists by helping to identify and assess alternatives to and consequences of possible decisions." (1986, p. 11)

Whether advising services are centralized or decentralized or a combination of both, each college should do the following.

1) Define the role of its academic advising program and describe the desired outcome.

   If, according to the CAS Standards, advising is an "essential part of the educational process," (1986, p. 12), the program must reflect this commitment. If the objective of advising is to "assist students in the development of meaningful educational plans which are compatible with their life goals," (1986, p. 11) the program must be prepared to provide a number of inventive strategies to assure this objective can be achieved. For example, this statement assumes students have "life goals," yet, we know that over one-half of the students who enter community colleges are undecided about their career goals. The implications for helping students choose careers early on in their educational experience are obvious, as is the need for career counseling. When the program is defined and outcomes set, colleges must consider the demographics of the student body and focus on individual needs.

2) Establish clear expectations for advisors and advisees once the role of the program and the outcomes are defined. The advisor's job and the role of college staff who are part of the advising process should be spelled out. Depending on the approach to advising taken, colleges may need to re-define the role of existing staff such as counselors, learning assistance staff, academic faculty, etc.

3) Designate someone to coordinate the advising program.

4) Integrate new student orientation and assessment in the advising program.

5) Provide advisors/advisees information in the following five areas:

   a. Information about students--test scores on math, English and reading placement tests; data on students' academic, educational and special needs; data on students' past academic performance in high school and college courses; personal characteristics such as years out of school, career goals, number of hours they plan to work, number of credits they plan to enroll for, etc.,

   b. Information about the college's academic programs--program requirements, course pre- and co-requisites, alternative courses that will satisfy elective requirements,

   c. Information about transfer and job requirements--program requirements for colleges the community college's students most frequently transfer to and a list of which community college courses transfer to specific four-year programs, (In the case of career programs, job requirements that relate to specific programs would be listed),

   d. Information about institutional policies and procedures covering all the rules and procedures students need to be aware of in regard to registration, financial aid, veterans benefits, graduation, etc.

   e. Information about Institutional and Community Resources, (a directory document that students and advisors can refer to to identify where help for a number of student needs can be found is useful).

6) Integrate existing computer technologies to augment the academic advising program. (See Appendix B.)

7) Develop an inservice training program for advisors that reviews the following topics.

   a. The role and responsibilities of the advisor.

   b. The special characteristics and needs of the students who are enrolled at the college.

   c. Factors that influence student success.

   d. Intervention strategies that increase the opportunity for high-risk students, as well as other students, to attain their educational goals.

e. The assessment tests used by the college, the strengths and limitations of each test, and how to use the test scores in helping students make decisions.

f. Current college program requirements, course pre- and co-requisites, and alternative courses that will satisfy elective requirements.

g. Transfer and job requirements.

h. College policies and procedures.

i. How to use the college's computer systems in advising students.

j. Services and special programs available to help students.

To help come to grips with the above factors, a committee made up of the coordinator of advising, academic faculty, counselors, special needs staff, and key administrators, should be charged with developing an academic advising plan. Such a committee may encounter the following considerations.

1) Concerning advising information, efforts should be made to reach the point where all the information needed to support the advising process will be available to faculty, staff and students in an interactive, computer assisted mode. (A model for an automated Student Information Center can be found in Appendix B.)

2) Concerning the question of when advising for new students should be offered, institutions should make every effort to design into their Student Outreach and Contact and Inquiry/Admit Systems organized efforts that assure students complete the assessment, orientation, and advising functions prior to registration. Advisors need to be available throughout the day and in the evening.

3) Concerning the question of who should do advising, once a student has chosen a program of study, that student should be assigned an advisor who is a member of the faculty from his or her major. The advisor could help nurture the student's academic growth in a mentor relationship and the student could remain with the same advisor until the student graduates or leaves college.

   Students who are undecided about selecting a program would be assigned to a counselor who would offer the student individual and group opportunities to learn career life-planning skills and explore career options. Until such time as the student selects a career, the counselor would serve as both counselor and advisor, helping to choose courses that would provide a good educational foundation

and also enable the student to explore various careers offered through the college. Once the student chooses a major, that student would be assigned an advisor from the chosen program of study.

Unfortunately, due to a number of factors, this ideal, while always a worthy goal, must be tempered with a realistic approach that takes into account the unique characteristics of the college and the students it serves.

In any case, advising should be a team effort among teaching faculty, counselors and paraprofessionals.

a. One person should be designated at each college to coordinate the assessment, orientation and advising program.

b. The counseling staff might offer the orientation workshops.

c. Paraprofessionals might assist with orientation sessions and advise students when faculty are not available.

d. Faculty might advise students who have chosen a major or specific academic program.

e. Counselors and a select group of teaching faculty who are interested in learning about all the programs the college offers should advise those students who are undecided or who have specific problems. Built into the programs of these students should be opportunities for career development.

4) Concerning the issue of centralized versus decentralized advising, because of the variation in the traffic flow of students, a combination of both systems should be considered.

a. An advising center staffed by a coordinator, paraprofessionals or key teaching faculty could maintain effective service during the summer months for all full- and part-time students and throughout the year for part-time students.

b. During in-person registration and peak periods, efforts to provide group orientation and general advising sessions would be realistic. <u>All</u> faculty could advise students in their offices by phoning in student registrations to one central computer terminal room staffed by data-entry clerks. A data-entry clerk could provide the advisor and student all the current information concerning course availability, etc., then, enter the registration on-line. The system would require the sincere support of the teaching faculty. Without such support, colleges will have to rely entirely on the advising center concept.

Overall, perhaps the most important points that an institution needs to address as it reviews its academic advising program is what outcomes are desired and in what ways will the advising program influence student success.

Orientation

Orientation should be a structured entry process created to help students understand the nature and purpose of the community college and their own relationship to the academic environment. According to the Council for the Advancement of Standards for Student Services/Development Programs, (1986, p. 97), orientation should do the following:

1) Assist students in determining their purposes for attending the college and in developing a positive relationship with faculty, staff, peers and others in the college community.

2) Help students understand the college's expectations, academic policies, procedures, requirements and programs.

3) Help students learn about college resources and develop an awareness of non-classroom opportunities.

4) Explain the process for class scheduling and registration and provide trained, supportive assistance.

5) Help students beome familiar with physical surroundings.

6. Be available to all students who enter the college. This includes freshmen, transfer, and reentry students.

7) Provide opportunities for new students to interact with faculty, staff and continuing students.

Members of the college staff who work with special needs groups should work with the counseling staff to plan orientation sessions that address the unique needs of their students. Examples include special orientation workshops and help in the evenings and on Saturdays for reentry women or men. These workshops should be team taught by counselors and special needs staff.

Assessment

As community colleges attempt to meet the entry needs of the diverse population they serve, assessment becomes a valuable tool to augment the advising program. As stated in the American Association of Community and Junior Colleges (AACJC) "Traverse City Statement" position paper on assessment, "Community colleges which allow or advise academically underprepared students to enter classes for which they are not prepared may

be closing the door to student success and blocking the road to achievement of both institutional and student education goals. Assessment is a vital component for effective teaching and learning. An effective assessment program will promote educational quality, access, and the efficient use of institutional resources," (Floyd, forthcoming). Considered by many to be one of the critical issues community colleges face today, questions related to assessment must be resolved on our campuses if we are to assure student success.

Assessment test results are valuable to students and advisors as they attempt to identify individual learning strengths and weaknesses. Scores may also serve as guides for placement in entry-level courses when considered along with other student characteristics such as age, years out of school, career goals, motivation, number of hours the student plans to work, and the number of credits taken. It is for this reason that mandatory assessment should be encouraged, but the decision whether placement should be mandatory should not be made until the assessment instruments have been evaluated to determine the degree to which each instrument does predict success in the course or courses for which it was intended to help make placement decisions.

Once the instruments have been validated, consideration should be given to each instrument's "error of estimate" in order to establish tables which advisors can use in giving students an idea of their chances of success in a given course. Measurement instruments should be used within the limits of their effectiveness; the key to successful course placement is good advising based on a number of factors, not only test scores in math, reading and writing.

While many campuses debate the issue of voluntary versus mandatory placement, it is important to note here that mandatory placement is not a solution for a poor academic advising program. It should also be stressed that a comprehensive assessment program is more than just a series of tests. As noted earlier, it is a series of information gathering devices concerning the total background of each student that can be used in conjunction with the advisor to help the student make necessary decisions about course placement. Assessment may also include a review of a student's life experiences or of a portfolio submitted to a faculty member in a certain academic program. This review might indicate a student should receive advanced placement or credit for life experiences.

In designing a campus assessment program, it is crucial that each institution identify those skills necessary for successfully completing entry-level courses. Such a review requires a critical analysis by the faculty in each academic discipline.

A carefully planned developmental education program is crucial if we intend to teach basic skills. Developmental education programs should be designed in part to focus specifically on teaching the skills identified by the faculty as

prerequisite skills for each of the entry-level courses. We need to make sure that we evaluate the effectiveness of each developmental course and activity in terms of how well it teaches the skills necessary for entry-level courses. We also need to measure the student's achievement in each developmental course.

In addition to the points noted above, there are a number of other issues pertaining to assessment.

1) Efforts need to be made to develop normative data and validation studies to show how well the assessment instruments predict when the following characteristics are considered: age, years out of school, minority classification and number of credits enrolled. These variables should be considered in addition to test scores and be computed in the predictive equation for success.

2) As colleges learn more about high-risk students, efforts should be made to identify ways to measure those skills that enable high-risk students to succeed academically. (See System Five: Educational Programming.)

3) Once the research has been completed, efforts should be made to establish expectancy tables for students who have those characteristics that cause us to classify them as high-risk students. Once developed, a computer program could be used that would enable the advisor or student to receive, along with the test profiles, indexes as to the probability of success when any one of a number of variables is considered.

4) If the measurement instruments are found not to predict well (for example, below a .40 test/criterion correlation), efforts should be made to identify the reasons that the instrument does not predict well.

5) Assessment should also be used to identify students who need specialized assistance. Several issues need to be resolved concerning this assistance:

    a. Should colleges offer a comprehensive diagnostic testing program to pinpoint developmental learning problems and then provide the necessary assistance to enable a student to overcome these learning problems?

    b. What is the college's policy on providing assistance to learning disabled students? As this policy is considered, institutions need to review the question: Is there a basic learning level below which institutions feel they cannot help students succeed?

c. The role and functions of such important services as the learning assistance center and the developmental education program need to be defined in relation to other functions such as counseling and faculty advising.

d. Colleges need to have sufficient developmental education sections in math, reading and writing to accommodate student needs, day and night.

e. Institutions need to develop courses that focus on effective studying, time management and conflict resolution.

6) To be an effective aid to the advising process, assessment results must be available within ten minutes of the time the student takes the test. The use of computer-assisted scoring equipment at each test location may help the testing staff meet this goal.

System Four

Registration System

Perhaps more than the other five systems discussed here, registration requires the involvement of every member of the college community. To be successful, planning must embrace the ten elements noted in Part II. An effective registration system requires experienced leadership, careful planning, accurate information, well-defined responsibilities, close coordination of efforts, qualified staff, clearly understood policies and procedures, a customer service approach, and the support of a fully-operational computer system.

While we speak of the need for close coordination because registration involves many offices and departments throughout the campus, it is surprising to note that on many of our campuses today registration is not approached as a total coordinated sytem, but rather as a process made up of a series of isolated functions. The department head and staff members responsible for each function do not have a good sense of the entire process, nor do they understand how each function that is involved in registration relates to the others. The end result is students receive fragmented and disorganized assistance. In the eyes of our customer, one department providing a registration function does not have a good idea of what the other departments are doing--a classic example of a case in which the right hand does not know what the left hand is doing.

To improve this situation, registration must be viewed as a total system. Each function involved with registration needs to be reviewed against the ten components noted in Part II, as well as the four principles discussed in Part I. Each institution should assign a top priority to conducting a complete analysis of all aspects of its registration system. The purpose of this analysis is to design the simplest and most effective student-oriented approach possible.

To begin the process, each institution should:

1) Assign someone the responsibility of coordinating the Registration System as well as the system analysis.

2) Identify the key departments that are involved or should be involved with registration. Key department heads may include the director of admissions and/or records, director of financial aid, director of the fiscal office, coordinator of assessment, orientation, advising, director of counseling, and director of data processing. The chief academic, student services, and fiscal officers should also be involved. While only department heads are listed here, an effective system review should also include participation by

individuals who are on the front line of student contact. This includes all professional and clerical staff members as well as students.

This group should be assigned the task of conducting a thorough analysis of the entire registration system. Their review should:

1) Define the entire registration process (as it is now) and each element of the system, i.e., the role and responsibility of admissions and records, the fiscal office, financial aid, assessment, orientation and advising, faculty, counselors, and so on.

2) Evaluate the existing registration process. This includes relating each function involved in registration to the basic elements outlined in paragraph one of this section.

3) Identify changes that are needed that would make the system "simpler, more effective and student oriented."

4) Identify and define other services such as child care and security that should be part of registration.

5) Identify problems that would interfere with successful implementation of the proposed changes.

6) Evaluate the elements of the computer system currently used in the registration process and identify problems, issues and necessary changes. Suggest a priority order for those changes.

7) Evaluate personnel, computer hardware, physical space and other needs in terms of proposed changes.

8) Define those policies and procedures necessary to implement the new system. These policies and procedures should cover each office involved and should show how each office relates to the whole Registration System.

9) Identify inservice training and customer service topics that should be reviewed with registration staff.

10) Submit a written report to the president and college vice presidents and deans. The report should demonstrate how proposed changes will make the registration system simpler, more effective, more student-oriented, and improve student success.

Before the new system is operational, it would be advisable to conduct a mock registration. Involve all the participants and walk through the new system before it is offered on line for student use. Once the new system is operational, this "users" group should meet twice each term, once two weeks

prior to registration and once two weeks after registration, for planning and evaluation and to review upcoming changes. To assist with the evaluation, periodic evaluative feedback should be sought from students and all faculty and staff who participate in registration. And as an extra quality control feature, college leaders should periodically walk through the registration process themselves.

In the last five years, the availability of computer-assisted Student Information Systems and on-line registration programs has greatly enhanced an institution's ability to improve its registration process. (See Appendix A for a description of the components of such a system.) In addition to analyzing the registration process, the following issues should be considered as a new system is designed.

1) Staff who are responsible for functional areas such as admissions, records, financial aid and advising, should be involved when decisions pertaining to their areas are considered by college committees and academic departments.

2) Colleges should consider establishing a practice whereby changes in college policies that affect registration are not put into effect until the necessary procedures are developed to assure effective implementation.

3) When the college has multiple campuses, efforts should be made to bring together department heads of similar functions (i.e., financial aid directors, directors of admissions, coordinators of advising, etc.) to address issues that have inter-campus implications.

4) Extensive inservice training concerning issues identified by the committee should be provided for staff members with registration. Topics such as computer literacy and customer service should be emphasized.

5) Each college should consider establishing a financial aid advisory board to review student and operational problems relating to the rapid changes taking place in the area of financial aid.

6) New technology will provide colleges considerable flexibility over traditional forms of registration. As new approaches become available, they should be tried out on an experimental basis. New systems should be run parallel with existing systems before changeover is made. Institutions need to review some of the new and upcoming computer capabilities that relate to registration. Telephone registration, automated voice-response registration, specific voice recognition systems, the use of cable television, video text information, various new dial access, video text directories, etc., should be looked into. The list of new electronic

aids that have the potential to greatly enhance registration systems is significant.

Academic Advising During Registration

The Registration System begins where the Inquiry/Admit System leaves off. While it is desirable to put all new students through assessment, orientation and advising prior to the day they register, it is not always possible. It is therefore necessary to build the registration system in such a way as to provide for effective assessment, orientation and advising. (See Inquiry/Admit for specifics.)

When it comes to continuing student registration, there are several issues that should be resolved.

1) Advisors should receive reports as to how well students are moving towards their degree objective. "Satisfactory Progress Reports" should be available to both advisor and student.

2) Continuing students should meet with advisors about next term's registration three-quarters through the current term.

3) An early academic alert system should also be considered, and a degree audit system designed into the academic advising plan. (See Appendix A.)

System Five

Educational Programming System

Educational programs, including courses, labs, seminars, and other instructional learning experiences, are thought by many to be the heart of the educational process, for it is through these experiences that students acquire much of the knowledge and skill development that will enable them to achieve their educational goals. Yet the role that student services plays in the educational program is vague and frequently not understood. Three key reasons for this relate directly to the basic principles this paper discusses and are a direct result of how student services were developed at many of our community colleges.

1) Student services were not always designed to be an integral part of educational programming on most campuses. To many teaching faculty, the term "educational program" refers to academic programs, a curriculum of courses taught in the classroom that provide students with knowledge and skills that prepare them for college transfer or a job. Because we rarely successfully explain to teaching faculty how the various student services functions relate to what they are trying to achieve with students, student services are often thought of as a vague set of isolated functions unrelated to the "real purpose of the college."

2) Student services were not always designed to focus on student success.

   Some teaching faculty are unable to see the outcomes of what the student services staff does. They see little relationship between student services and what happens in the classroom and do not understand how certain student services really affect a student's success. Student Services professionals have often assumed that because student services deal with affective behavior and development, it is not possible to measure their effectiveness against student performance.

3) Student services frequently meet student needs in a "reactive" way. Oftentimes students come to the student services professional's office with a problem or concern. The staff member responds (reacts) and attempts to help the student. Many times by the time students realize that they need to seek outside help, their problems have already reached the point where they are seriously interfering with their ability to succeed in college. While these students at least seek help, far more students do not seek help, but rather "drop out" of college.

In this section, we will offer suggestions for re-thinking a number of student services functions in terms more closely attuned to the college's educational process. We will also suggest ways that staff can play a proactive role by developing strategies to meet student needs before they become a problem.

Academic Success

Colleges are beginning to re-think their educational programming. We are seeing studies conducted throughout the country similar to two recently carried out by the Maricopa Community College District that focus on identifying those factors that help or hinder a student in succeeding in college. In the last two years, two Maricopa studies, "The Commission on Student Assessment and Initial Course Placement," (1984), and the "Effective Student Study," (1985) have addressed this issue. The findings of this latter study suggest that successful high-risk students "displayed strong planning and study skills, and a commitment to excel in college. They were highly involved in their educational efforts and made whatever adjustments were necessary to succeed." (p. 24).

The premise of this study was "that the behaviors identified here can be taught to other students with similar backgrounds, who at the present time, are not successful in their educational efforts" (p. 24). The study concluded that "intervention programs based upon analysis of this data could be very useful in efforts to increase the success of high-risk students in the Maricopa County Community Colleges" (p. 24).

More national and local efforts to identify factors that influence student success should be encouraged. The college community needs to recognize that by teaching students certain skills and by helping them change existing behavior, we can increase their chances of success. This will be a very important step towards changing traditional thought on what should be learned as part of each college's educational programming. Such efforts provide an excellent opportunity for student services and instructional staff to develop strategies that effectively address student needs early in the educational process.

While we are speaking here of efforts to help all students succeed, one very important target group is, of course, the high-risk student. Efforts to develop programs that meet the needs of "high-risk" students must begin by realizing that this group represents an increasing number of our students. Research on the characteristics of high-risk students describes them as academically underprepared, (they may be either high school dropouts or high school graduates who lack academic skills), undecided as to career choice, low income, and as individuals who have not attended school in a number of years, and/or who must work an outside job to afford to continue in college.

A vital element in each college's educational programming system must be planned efforts to help such students succeed by developing a Student

Success and Retention Plan. In developing this plan, the following guidelines should be helpful.

1) Identify within the college those individuals who should be involved in the development and implementation of the plan. This group should include the coordinator of academic advising, learning assistance center staff, counselors, key teaching faculty, (chosen for their interest in the topic and experience), and staff who are responsible for developing programs to meet the needs of special subgroups.

2) Draw upon state and national studies as well as suggestions from local college staff to develop a profile of the high-risk student and identify the characteristics of students who are most likely to fail or drop out.

3) Identify through data derived from the Institutional Information System students with the above characteristics who are currently enrolled. These students become the target of the plan.

4) Using the state and national studies and local experiences, identify the necessary skills and behaviors that should be taught the target group of students in order to help them succeed.

5) Develop specific intervention strategies that involve the entire campus in efforts to improve student success and retention. The strategies should focus on activities that teach needed skills or change students' behavior.

Every student services function has a key role in fostering retention and student success. The student services plan should define this role for each student services office. For each service there is a need to determine who will be responsible, (individual or groups, i.e., counselors, adult reentry staff, math faculty, etc.), what resources will be needed, when the service will be offered, and how it will be evaluated. On the latter point, the question to ask is How will we know whether we have been successful?

As colleges develop intervention strategies that focus on helping students succeed, it will be necessary to evaluate policies and procedures, course requirements, and offerings. The goal is simple: with the assistance of proper asessment, advising, and counseling, we need to identify the point at which each student should start his or her educational experience, and then, through effective course sequences ranging from developmental to advanced content curriculum, help the student move through the educational process at an appropriate pace.

In the assessment section we recommended that colleges identify the basic skills necessary to succeed in entry-level courses. It was stressed that developmental courses must focus on teaching the basic skills necessary to

succeed in entry courses, and that the college must measure the effectiveness of developmental courses by assessing student progress in entry-level courses.

It is equally true that colleges need to provide opportunities for students at the other end of the continuum to receive advanced placement equal to their assessed starting point. Part of this placement may also include receiving college credit through examination or life experiences.

Helping students succeed requires careful efforts to assure there is "congruence" in course placement. On some campuses students who are required (based on assessment results) to take developmental courses in English and reading are then authorized to take concurrently entry-level courses in psychology, science, history, or literature. It is not uncommon to see a student enrolled in six credits of developmental work while taking an additional twelve hours in first-level college courses. Such practices raise serious questions about the effectiveness of our course placement programs.

If we are committed to meeting students at their starting points, then we must be equally committed to helping students develop a term-by-term schedule that is both realistic and holds a high probability of success. This may require some colleges to make major changes in their philosophical position on how entry students select courses and what constitutes a realistic time frame for completing a degree. It will also require colleges to base their course offerings on student rather than instructional needs.

Implications for Student Services

Earlier in this section we noted several reasons why student services may be misunderstood on our campuses today. The future success of student services will depend on how well these professionals can redirect their efforts and focus on issues central to the educational process such as academic success. Working with the entire college staff, including the teaching faculty, student services needs to redefine their functions in a pro-active mode that focuses on teaching skills, helping students change their behavior, and providing the type of intervention strategies that meet student needs.

Life Skills

When we consider the concept of teaching life skills, there are a number of educational skills that students and community residents could learn through effective programming in student services. In the future, students will be expected to be more self-directed in their career/life planning. Student services professionals will be called upon to educate large groups of people in the basic skills necessary to succeed in college and in life in general. These skills include those involved in library usage, effective studying, problem solving, changing careers, goal setting, personal motivation, values clarification, job seeking, overcoming fear of failure or test anxiety, and

accessing student information. Each college needs to decide which skills its students need to learn and who should teach these skills.

There are a number of approaches that could be taken. In the area of counseling and career development, staff might teach four skills as part of a course in career decision-making: self-appraisal, values clarification, decision-making, and how to access career information systems. While there are many skills that should be taught as part of the regular counseling program, there are also a good number of skills counselors could teach in cooperation with other departments. For example, through special workshops developed in conjunction with the nursing faculty, counselors could help nursing students learn the skills necessary for overcoming test anxiety, improving interpersonal relations in the hospital, or handling stressful situations.

Other examples of skills that can be developed through student services include job seeking skills such as accessing job and career information and learning how to be an expert in your own career development. The financial aid office might choose to teach students budget management and how to handle money. Through the student activities program, skills relating to leadership, planning, and skills relating to student government and organization development can be taught.

Since the list of possible skills student services professionals could teach is significant, the decision on which skills should be given priority must come from college-wide planning efforts--possibly from the group who will develop the student success and retention plan.

Group Information Giving

Many times the services we offer through the admissions, advising, financial aid, and counseling offices are performed one-on-one. Much of the assistance we offer students and the community can be offered more efficiently in groups. Consider the following.

- In the area of admissions, group applicant information sessions are especially effective when done in conjunction with faculty. An example might be nursing applicant information sessions or business and industry outreach employee information sessions.

- Financial aid workshops for applicants and/or parents or sponsors that review colleges' financial aid offerings and how to fill out the necessary forms.

- Students can be invited to meet with departmental representatives and learn about program requirements in a group setting.

By combining the concept of group information-giving with new technology, we have the possibility of expanding and improving even further our ability

to meet student needs. Many of the information sessions that can be offered to groups can be put on videotape or presented through user-friendly computer software for student use on a micro-computer.

Flexible Scheduling

Most student services professionals have a good idea of the nature of the changing student population on community college campuses today, yet a look at the times most services are available for student use would indicate that in many cases a 9:00-5:00 mode still prevails. Efforts should be made to offer student services in the evenings and on weekends. This may mean developing creative approaches that will allow for more coverage within the bounds of existing financial resources.

Student services staff, especially counselors, should also make efforts to get out of their offices and into areas of the campus where they can work with students. They might, for example, set aside time to work with faculty and students in the academic department areas and the learning assistance center.

Student services staff need to consider ideas that can "get the word out" to students about what services and activities are available. Evening students might be sent letters inviting them to stop by student services offices. The letters might focus on a specific activity or student need. The point is that as we re-think student services, consideration must be given to when we offer a program, where we offer it, and how students find out the program is available.

Differential Staffing

Many of the information-giving activities that are currently the responsibility of counselors and other professional student services staff could be more efficiently done by paraprofessional staff. When given proper training, students can provide valuable assistance to fellow students. Areas where student-to-student assistance should be considered are student outreach and contact, student recruitment, academic advising, tutoring, new student orientation, and support groups for new students.

Staff Development/Faculty Consultation

As each college begins to focus on student needs and develop new strategies for helping students succeed, organized staff development programs that focus on these strategies should be developed. Student services staff who have the necessary expertise could play an important role in helping college faculty and staff learn about how to use placement tests in advising, diagnostic testing, cognitive style mapping, career and job opportunities in a specific academic program area, adult learning techniques, and developmental advising. They might also conduct specific workshops on understanding the needs of the students the college serves. Topics might include an overview of new registration procedures, explanations of federal

and local financial aid policies, and an introduction to new student activities programs.

On a number of these topics it will be necessary to develop local expertise. Student services staff, and in particular counselors and special needs professionals, would be logical choices for training so that they could work with others on campus. Topics should be selected in such a way as to involve both instructional and student services staff.

System Six

Feedback System

An institution's total Feedback System includes a number of reports and studies that provide information on how well it is doing what it is supposed to do. The general categories for these institutional reports are outlined in the Institutional Information System section of this paper. In this section, guidelines for evaluating college programs that involve student services staff are suggested.

The planning process outlined in this report calls for the identification of student needs derived from data gathered through the Institutional Information System. Programs that focus on meeting these needs are developed with specific outcomes in mind. To make sure the desired outcomes are clear, when a programs is first designed the measurement criteria and evaluation format should also be defined. When the program is complete, evaluative feedback should be sought from a variety of sources throughout the campus.

Too often student services programs conduct, at best, sporadic program evaluation. The incidence of evaluating program effectiveness against pre-stated measurable outcomes is infrequent, and the process of asking others outside of student services to rate a service against pre-stated outcomes needs to be encouraged. If student services programs are to make a difference, we must know what works. The simple question each student services function must ask is How do we know we make a difference? If we cannot demonstrate the answer to this question ourselves, how can we expect others to support or join us?

Throughout this paper it has been suggested that college-wide groups be established to develop action plans in four areas: institutional access, inquiry/admit, registration, and educational programming. As these plans are developed, two important evaluative questions should also be considered:

1. What criteria will be used to measure the effectiveness of each activity?

2. How will the activity be evaluated and by whom?

The following guidelines may help program planners answer these questions.

1) Efforts should be made to seek student feedback in every area of college programming that involves student services. For example:

    a. When a counselor introduces a course workshop or seminar, a handout that lists the expected outcomes

should be reviewed with the participants. At the end of the activity, each participant should be asked to rate how well the outcomes were achieved.

b. At the end of registration students should be asked to evaluate the various facets of registration. The rating sheet should be drawn from the expected outcomes specified in the registration plan.

c. A random sampling of students who receive financial aid should be asked to rate the service they received from this office

In addition to seeking formal feedback after the completion of an activity, student services leaders should make it a point to meet informally each week with various groups of students to seek feedback on student needs and ways to improve services to students. Efforts should be made to meet with individuals who might represent the ideas of specific groups of students, i.e., reentry adults, recent high school graduates, minority students, veterans, senior adults, the handicapped, or students from a specific academic program.

2) College staff who work on a specific activity or program should be asked to provide suggestions. For example:

a. Developmental math faculty who work with counselors on an intervention strategy for high-risk students should be asked to give feedback on how well the activity achieved its goal.

b. Faculty and staff who work at registration should be invited to a registration critique session where individuals are asked to evaluate how well registration went, identify problems that need to be resolved, and recommend ideas for improvement. Input from clerical staff should be encouraged, for frequently they see a problem well before administrators are aware the problem exists.

Colleges should look into the concept of quality circles as part of their staff input and development program. This approach provides for a representative cross section of all college staff to reflect on ways to improve student success. It is important when seeking suggestions from staff members to encourage them to be candid. Information seekers need to be good listeners and take steps to show that ideas are valued. One way to do this is to provide "feedback" to the idea provider about the actions taken as a result of the suggestion. Often, staff are asked to share ideas, but once the input is made, they never hear a word about what happened to the idea.

In addition to seeking formal feedback from students, faculty, and staff, student services leaders should get out of their offices and visit with students, faculty and staff. Excellent evaluative information can be obtained over a cup of coffee or lunch, especially when people know their ideas are appreciated.

3) Program outcomes need to be stated in terms of measurable results. Whenever possible, quantifiable criteria should be specified. For example:

   a. If a Student Outreach and Contact Plan is designed to increase enrollment, a specific goal such as "x" percent growth in a given year should be specified.

   b. If a program is supposed to increase the retention of a specific group of students, longitudinal data should be gathered to show whether or not the outcome has been achieved.

The point here is that student services staff need to consider ways to measure their effectiveness in terms everyone can understand.

4) When programs or activities are developed, individuals responsible for each of the various elements involved should be identified. In the case of college-wide plans such as the four recommended in this report, individuals should be given specific responsibility for specific tasks.

5) Once plans for an activity or yearly plans for an entire department are developed, they should be shared with other college staff.

   a. Each year in the fall it would be worthwhile for the administrative head of student services or other divisional leaders to review with the students, staff, academic faculty, the administrative head of instruction, and the president, student services plans for the upcoming year. Then in late spring, the administrators could meet again with these groups to seek feedback on how well things went and to ask for input on ways to improve programming.

   b. Each of the four committees recommended in this report should make provisions to periodically meet to review input and critique how well they are doing in achieving their desired outcomes.

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6) Student services staff should periodically meet as a group to give each other feedback. As plans are developed they need to provide each other with candid critiques on each function. Discussion should focus on improving program and individual effectiveness and achieving outcomes directly related to student success.

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Conclusion

This paper is intended to serve as a no-nonsense guide for the busy practitioner. It calls for the development of college-wide intervention strategies that focus on the student from the time initial contact is made with the college through completion of individual educational objectives.

The premise upon which the Educational Services Process Model is built is that the key to student success rests with faculty and staff members. As community college staff members face the challenges of today, several major planning issues are likely to emerge. Traditional staff structures and divisional lines, the separation of service functions, and the organization of the chain of command will need to come under close scrutiny. Other staff-related issues such as delivery systems, staffing levels, and staff development reflect general concerns about institutional efficiency as well as specific concerns about improving the chances of students to succeed.

The suggestions in this paper are offered as "work points" to consider in the staff planning process. Obviously staffing, more than any other aspect of organizational management, requires careful balancing of the needs, opportunities, and human resources that characterize each individual college. Effective staffing is, however, the key to the success of any organization dedicated to serving its clientele.

The six systems presented in the Educational Services Process Model are made up of interactive and interdependent elements that are functionally related to one common institutional goal--student success. The model offers a proven, practical, issue-oriented approach to how this goal can be achieved through integrating student services within the entire community college educational process.

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Appendix A

Student Information System

All the information needed to support the career decision/advising process should be available to faculty, staff and students through a series of interactive computer systems. To accomplish this goal, the following systems need to be in place on our college campuses. The definitions for these systems are drawn from the Guidelines for the Development of Computerized Student Information Systems published by the League for Innovation in the Community College, (1984, pp. 3-18).

Student Admissions (Inquiry Admit)

The admissions component is that portion of a student information system which initiates and manages inquiries; this system tracks potential students from the time of initial contact through admissions to first registration. The sytem collects the initial demographic characteristics of students--predictors of success such as test scores, evaluations, calculated indices, and previous institutional achievements. Students who need various kinds of assistance should also be identified.

Within the admissions process, there is also a student records monitoring function for advising students about how to complete applications and supporting documents. The monitoring function is also used to encourage application from within the prospect pool and to evaluate previous admission strategies in terms of entering class quality and quantity.

Assessment, Advising, and Counseling

The assessment, advising, and counseling component should be an integrated college function. Assessment determines basic skill levels, personal skills, study skills, values, goals, cognitive styles, etc., using both tests and interview processes intended to gather information predictive of student success. Advising and counseling include course advising and program planning; referral to appropriate services; student monitoring and intervention; orientation to the campus; and continuing services such as transfer seminars, and financial aid and career exploration counseling, etc.

It is important to note that advising and counseling, though closely related, are two separate functions. While counseling is more often performed by a professional counselor, advising may be done by peers, faculty, or counselors.

A Student Information System used in conjunction with career counseling enables a student to assess interests, values, strengths, personal characteristics and academic skills in identifying a career choice.

Student Registration

The Student Registration component is the process used to enter the student into a course(s) which leads to the attainment of the student's educational goals, including, but not limited to, the attainment of an academic degree offered by the college. This registration process is designed for credit students but may be applied to non-credit registration as well.

Academic Alert Monitoring

An Academic Alert Monitoring component is a computer-assisted mechanism for evaluating the student's academic progress and attendance at a given point during a term and providing the student information about deficiencies and offices on the campus where help is available. It also provides information about end-of-term standards and academic progress information.

Degree Audit

A Degree Audit component is a computer-assisted mechanism for determining student progress in satisfying established academic goals while enrolled at the college. This is a general device to determine if a student is satisfactorily completing a degree or certificate intention. The Degree Audit component matches the requirements of a student's major against courses completed, currently enrolled courses, or preregistered courses for a future term. The Degree Audit component has the capability of handling multiple sets of requirements in either actual or hypothetical situations, e.g., modeling a student's courses against those required for several majors within the college.

The Degree Audit component is designed to graduate automatically a student who is eligible to receive a specific degree or certificate, place the graduation remark on the electronically stored transcript, and notify the student that graduation requirements have been satisfied. If the student is not eligible to graduate, the Degree Audit component provides an explanation.

Progress reports indicating student eligibility to graduate should also be available. A progress report can be further subdivided by student characteristics to determine if there are differences in graduation rates for subcategories of the community college population. Such monitoring will enable counselors and advisors to assist the student who is not completing his or her educational objectives in a timely and satisfactory manner. An integral part of the Degree Audit component is a method to provide course equivalency which equates incoming transfer courses to courses offered in the institution.

Transfer Program Requirements

A Transfer Program Requirement component is a computer-assisted mechanism for determining courses to be taken which are suggested or required for transfer in a particular major by the institutions to which the

majority of students will be transferring. An integral part of the transfer program requirement is to provide the vehicle for a community college course to satisfy a transfer requirement at the transfer institution even if an exact equivalency does not exist.

Student Follow-up

A Student Follow-up component is a computer-assisted mechanism for determining the progress of students who have met stated goals after they have left the institution--either after having completed formal degree or certificate requirements, and/or having been placed in a job, or having been determined to have achieved stated individual goals. It is different from a student tracking system in that its purpose is to make contact with the student after he or she leaves the institution.

A Student Follow-up component depends upon a comprehensive student data base for initial identification of students to be followed and for data elements needed to initiate follow-up contacts. However, a Student Follow-up component may be otherwise functionally independent of the main student information/student data base system.

Appendix B

Student Information Center

If all the systems reviewed in Appendix A were interactive and fully integrated with each other, colleges would have the capability to offer students what would amount to one stop information access at a campus Student Information Center. An example of how several of the systems might work follows.

The process begins as the student responds to a number of questions designed to measure interests, values, strengths, weaknesses, personal characteristics, and academic skills. The results from this assessment yield a profile of the career the student may wish to explore.

Using a Career Resource Information System, the student learns about career requirements and receives descriptions of career areas he or she wishes to learn more about. By accessing the Job Placement information, the student learns about job opportunities in the identified careers. After working with a counselor, the student selects a career area. Once the career area is determined, the student accesses the computerized advising system.

The student next identifies a career interest, let us say chemistry. The computer program tells the student which major or course of study to take at the community college to prepare for chemistry. Once the student selects the college major he or she is interested in, the program lists four-year colleges that offer B.A., B.S., or advanced degrees in the field. The student then selects a college or university and asks the computer to interface the four-year college requirements with the offerings at the community college. The program tells the student which courses transfer to the specific college and indicates to the student those community college courses appropriate to assure a smooth transfer.

Next the student calls up the student I.D. code and the system moves from one file the student's academic record and any information such as test scores, personal characteristics, etc. The system then lists factors related to a given program, i.e., high school and college courses required and the necessary scores on placement tests.

In an interactive mode, the computer program compares the student's academic background and test scores and advises the student which course to begin with. If the student wants to take a course, even if the test score is below the recommended prerequisite, the program allows the student to override the recommendation.

In this case, the computer program tells the student the probability of success. If separate probability data were available for certain individual student characteristics, such as (a) years away from school; (b) age; (c) minority status; (d) hours working while attending school; and (e) number of hours the student enrolls, this could also be accessed. The probability of success could also be compared against normative data for certain special groups such as returning women or a specific minority group.

Once the decision is made about the prerequisites, the computer recommends those courses the student should take for electives in areas such as math or science. The program provides the student a list of courses that satisfy the community college requirement and transfer to the four-year college. The computer then enables the student to build a schedule for more than one term. For example, the computer program could build a complete two-year schedule that would take the student to graduation. This schedule lists desired courses and those alternative courses that would still satisfy the degree and career requirements.

For subsequent registrations, as long as the student did not deviate from the plan and was making satisfactory progress, there would be no need to see an advisor. In the event the student wished to change programs, the computer would re-design the schedule. Periodic monitoring of student progress would be done through a Degree Audit and Academic Alert computer software program. At any time, students could access the terminal to determine job placement information such as a list of jobs available in a specific region. At the same terminal, students could access a Financial Aid Information Program, answer some questions, and receive an unofficial indication of how much financial aid may be available. Once the student has selected courses, the Registration System could be accessed and the student could register for the courses immediately. Students could also access the Student Information System through a home micro-computer using a telephone modem.

In addition to information focused on helping students make career and course selection decisions, the SIC (Student Information Center) would provide information to students on student activities, sports, and other extracurricular programming. The system would also feature a message capacity and the ability to access numerous information items, such as the availability of child care or names of other students who share common interests or hobbies.

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SUPPORT MATERIAL FOR BILL LINDEMANN'S PRESENTATION

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CENTRAL OREGON COMMUNITY COLLEGE
Bend, Oregon

STUDENT SERVICES PERSONNEL

Dr. William Lindemann, Dean

Computer Literacy Criteria

1. Being aware of the major administrative computer systems on campus and how they assist the particular user in handling his/her responsibilities. Of major interest here is the Student Information System.

2. Demonstrate a thorough knowledge of software systems being used in the professional's area of responsibility.

3. Being knowledgeable of the state of the art in computer technology in the professional's particular area.

4. Demonstrate familiarity with the software used for student outreach and/or career planning.

5. Knowing how to operate a microcomputer or VT-100 terminal for word processing.

6. Being able to identify the major computer components and their functions.

7. Demonstrate enough familiarity with spreadsheet and database software to understand their possibilities in fulfilling professional responsibilities.

8. Being knowledgeable of the College computer support services and the appropriate use of these services.

July 20, 1987

(over please)

CENTRAL OREGON COMMUNITY COLLEGE
Bend, Oregon

COMPUTER LITERACY EVALUATION

A professional hired by the College is responsible for arranging a meeting with one of the following:

- for faculty - a committee comprised of the Computer Center Manager and a Computer Science Instructor.
- for administrators - the Computer Center Manager

At this meeting, the professional will either certify "computer literate" or a program of study, training and/or demonstrations will be planned which will give the person the background to certify computer literate. This program will then be reviewed by the individual's supervisor for approval.

Methods for preparing to certify are suggested below:

1. Enrolling in a computer literacy or software applications course offered as part of the College curricula.
2. Spending a prescribed amount of time in demonstrations of, and possibly training in, relevant software systems in use at the college.
3. Making use of the College or Computer Laboratory Library to research relevant software.
4. Working on a project of interest to the individual which involves use of a computer.

POSITION STATEMENT ON THE EDUCATIONAL SERVICES PROCESS MODEL

In designing the Educational Services Process Model our task was to find a way to integrate student services within the college's total educational function. We took the approach that this could best be done by finding a way to get all college staff members focusing on the same issues and striving to achieve the same outcome while understanding the cooperative role they should play in its accomplishment.

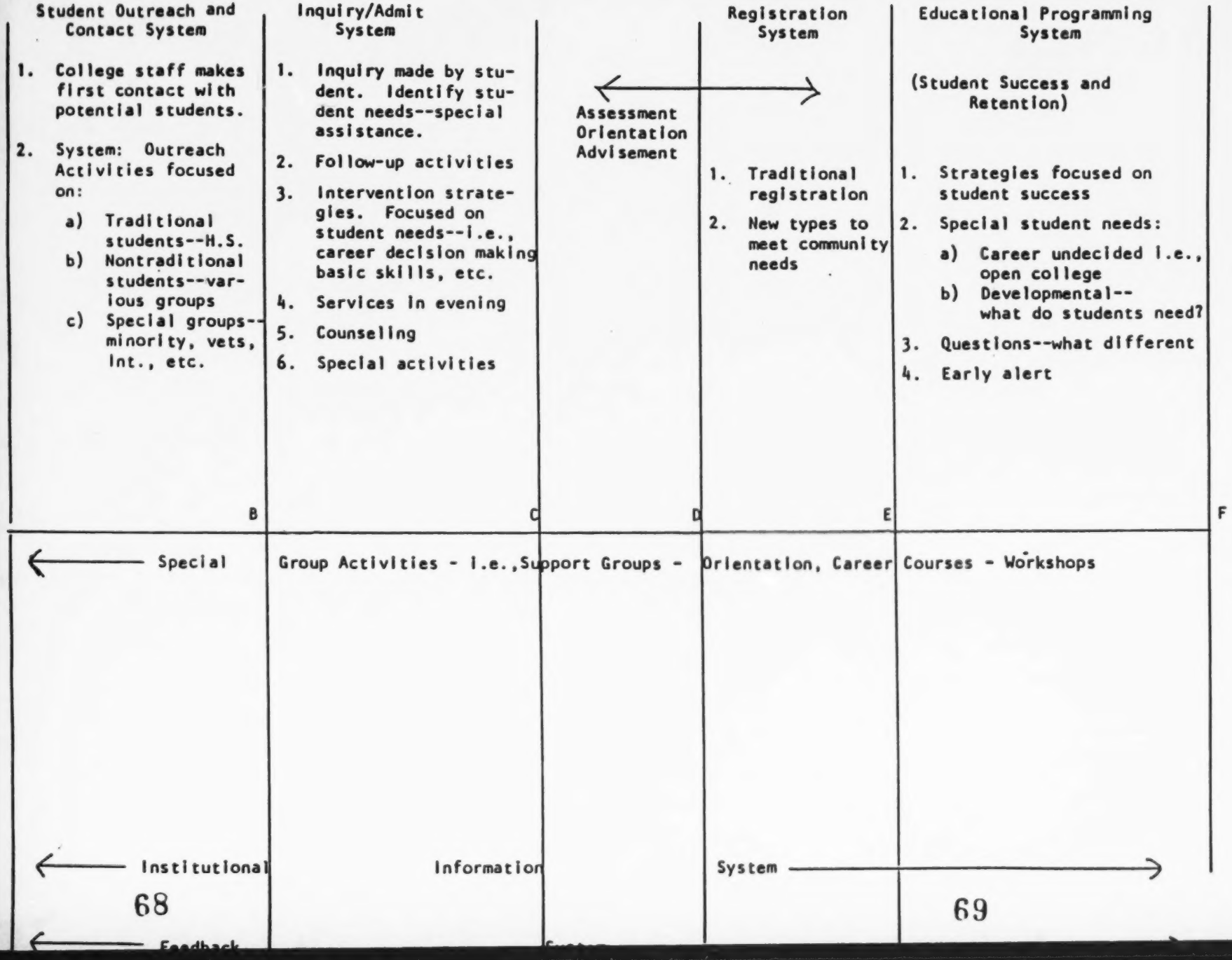
As we sought this common focus, we asked ourselves what issues were most important to all members of the college community regardless of their organizational affiliation. To answer this we asked the basic questions, "Why are our colleges here?" and "What makes colleges different from other institutions or organizations?" The answer to both questions is, of course, students. Our students come to college to achieve their career/life goals. Our job is to help them achieve their objectives, and their success in reaching their goals becomes our common goal.

The challenge, then, is to create a college-wide understanding and acceptance on the part of each staff member of the particular role he or she plays in the pursuit of this common goal. To motivate staff to assume this kind of ownership, it is important to focus on issues related to student success. We call these issues which affect the entire college community "institutional issues."

We also have found that staff members can more easily agree on these issues and lend personal support to resolutions when decisions or directions are based on objective information. Our ability to gather and maintain good information about our students brought us from wishful thinking to meaningful planning.

Our model, then, calls for a no-nonsense campus-wide planning approach that draws heavily upon objective data in making decisions about institutional issues related to student success.

William H. Lindemann, Jr.
Dean of Student Services
Central Oregon Community College
Bend, Oregon


Student Outreach and Contact System
1. College staff makes first contact with potential students.
2. System: Outreach Activities focused on:
a) Traditional students--H.S.
b) Nontraditional students--various groups
c) Special groups--minority, vets, int., etc.
Inquiry/Admit System
1. Inquiry made by student. Identify student needs--special assistance.
2. Follow-up activities
3. Intervention strategies. Focused on student needs--i.e., career decision making basic skills, etc.
4. Services in evening
5. Counseling
6. Special activities
Assessment
Orientation
Advisement
Registration System
1. Traditional registration
2. New types to meet community needs
Educational Programming System
(Student Success and Retention)
1. Strategies focused on student success
2. Special student needs:
a) Career undecided i.e., open college
b) Developmental--what do students need?
3. Questions--what different
4. Early alert
A
B
C
D
E
F
Special
Group Activities - i.e., Support Groups -
Orientation, Career
Courses - Workshops
Institutional
Information
System
68
69
Feedback

CENTRAL OREGON COMMUNITY COLLEGE

Student Outreach and Contact Plan

1987 - 1988

HIGHLIGHTS

OVERVIEW

The way in which a college interacts with its many publics, students and potential students is a direct reflection on its values and priorities. At Central Oregon Community College we are very proud of the personal and individualized attention our faculty and staff give our students. It is logical, then, that the backbone of our outreach and contact plan is the prompt and personal attention given to our applicants by the entire College family. Now, with the assistance of computer technology, we are introducing an Inquiry/Admit system that enables the College to be in direct contact with those individuals considering attending COCC, and affords these potential students an opportunity to receive personal attention from the faculty and staff, beginning with their first contact with the College. As an integral part of the new on-line Student Information System, we will be tracking students from this first contact throughout their experience at Central Oregon Community College.

Immediately upon admission to the College, students will be assigned advisers and encouraged to meet with their advisers as early as possible to discuss the student's background in relation to the program in which they were admitted.

To assist individuals with their career/college decision making we will be expanding our outreach effort, including activities such as frequent high school visits, parent financial aid nights, adult career counseling outreach with the mobile unit, and on-site career counseling at district companies and businesses. On campus we will be encouraging applicants to visit the College and, through special programs such as Senior Day, Honors Day, College Day and Women's Day, help larger groups of individuals learn about career opportunities at the College.

Our plan calls for us to work with a number of special groups of individuals to assist them meet their educational needs through COCC. This year we will focus on individuals who have been out of high school a number of years. We will be implementing over nineteen different activities specifically directed towards working with this diverse group.

The process of helping our many publics explore career options through COCC is a total institutional effort. Each academic division of the College has included in the plan specific activities designed to improve their student contact.

The plan calls for advertising that will be focused on topics of interest to specific groups of potential applicants. This past year all of our printed information has been reviewed. The plan calls for several new brochures in areas where we feel information needs to be made available.

In conclusion, this outreach and contact plan is a comprehensive institutional effort, one that will strengthen our service to our many publics, and in so doing help position the College for the changing years ahead.

WHL/mm

The Student Outreach and Contact Plan is designed to be primarily a service to the Central Oregon community. To accomplish this general goal, the plan was designed to offer outreach and student contact activities that:

1. emphasize the personal and individualized attention given to applicants and potential applicants by faculty and staff.

2. provide service to the Central Oregon community, activities that were developed to assist community members make career and life decisions on such topics as career selection, college transfer, job change, midlife career choice, and financial aid.

3. provide prompt and efficient response to questions and inquiries made by the College's many publics.

4. improve the community's knowledge and understanding of the programs and career alternatives available through Central Oregon Community College.

5. can be evaluated and monitored in an effort towards measuring effectiveness and improving community service.

ADMISSIONS OFFICE - OUTREACH AND CONTACT PROCEDURES

I. STUDENT SERVICE STRATEGIES

Activity	Dates	Responsibility	Costs
A. INQUIRY/ADMIT			
1. Inquiry			
a. Admissions Office responds with individualized letter and packet with information within 24 hours.	Ongoing 12 months	Helen Dement/Linda Larsen a. develops packet of materials to be mailed from inquiry card b. generates personal letter; attaches to packet; signed Dick Meddish or Bart Queary c. generates letter to student requesting vocational programs not offered by COCC	Staff time Materials Postage
b. Two weeks after packets are mailed, phone all inquiries to confirm receipt of packet and answer questions	Ongoing 12 months	Student employees make telephone calls regarding inquiry: a. confirming packet received b. Offering help and additional information	Phone costs
c. All exploratory students receive a personal letter from Counseling Office	Ongoing 12 months	Helen Dement generates letter for Steve O'Brien	Staff time Materials Postage
d. Inquiries for special service information: financial aid, housing, testing, etc.	Ongoing 12 months	Helen Dement/Linda Larsen a. generates a list of inquiries by area; b. gives name, address	Staff time Materials

	Activity	Dates	Responsibility	Costs
e.	Other offices (Financial Aid, Housing Counseling) generate lists of inquiries for Admissions to place in inquiry system	Ongoing 12 months	a. Counseling, Financial Aid, Housing offices generate weekly list of inquiries to Admissions office b. Screen lists for duplicates in system c. Helen Dement generates pre-inquiry letter and mails appropriate materials	Staff time Materials Postage
f.	Four weeks after packet is sent, a follow-up letter is sent		Helen Dement generates follow-up letter signed by Dick Meddish a. one letter for inquiries we cannot reach by phone b. one letter for inquiries who have been called	Staff time Postage Materials
g.	If we receive no response within six weeks. . .	Ongoing 12 months	Helen Dement a. sends a blue card asking prospective students if they wish to remain on the inquiry system b. if no response in 4 weeks, phone	Staff time Postage Materials
h.	If we receive the card back, then we process it: (1) Student applies for admission (2) Student wants to stay on list for further consideration. (3) Student is no longer interested	Ongoing	Helen Dement a. processes application b. changes status to 50 c. changes status to 99	Staff time Postage Materials

Activity	Dates	Responsibility	Costs
1. The following fall term a letter is sent to all students who are status code 40 and who got blue card a month or more ago or who are status code 50 as of a year or more ago. Status code is automatically changed to 99 during the extract. If person respsonds asking to be kept on file, change status code and status date appropriately.	Ongoing each year	Helen Dement a. extracts letters b. changes status codes	Staff time
j. At end of calendar year a purge is run to delete all 99's and 89's (those enrolled).	Ongoing each year	Computer Center	Staff time
2. Receive application	Ongoing 12 months	Helen Dement, if necessary, within one week sends follow-up letter requesting transcript	Staff time Postage Materials
3. Send admit letter	Ongoing 12 months	Helen Dement refers students without high school diploma/GED to Dick Meddish Division/Department Heads write original admit letter Helen Dement generates admit letter for all others, as per admission policy, for signature of appropriate division chairman	Staff time Postage Materials
4. Send catalog to all admitted students	Ongoing	Helen Dement sends catalog	Staff time Postage Materials
5. Adviser contact	Ongoing 12 months	Helen Dement/Linda Larsen generate a. assigns advisers b. notifies advisers of name/address/phone of advisees	Staff time Postage Materials Lunches

	Activity	Dates	Responsibility	Costs
6.	President's letter	May	Helen Dement generates list of admits with address for President's Office Judy Roberts generates letter for President's signature	Postage Materials Staff time
7.	President of ASCOCC letter on all extracurricular activities	June and August	Helen Dement generates list of admits with addresses for Mike Smith, Student Activities Mike Smith/President of ASCOCC a. generates letter to all admits b. mails brochure re: Student Activities and Club Sports	Postage Materials Staff time
8.	Dean of Student Services letter	Late August	Helen Dement generates list of admits with address for Bill Lindemann Bill Lindemann generates letter with a reminder about registration/	Staff time Materials Postage
9.	Follow-ups on Senior Days, Special Events, etc.	Ongoing 12 months	Admissions Office a. generates follow-up letter appropriate for activity b. mails appropriate brochures	Staff time Postage Materials
B.	REGISTRATION			
1.	Mail an information card to all currently enrolled students each term encouraging them to advance register	Summer, Fall Winter and Spring Terms	Iris Buckle generates card giving registration information	Materials Staff time Postage
2.	After advance registration, contact currently enrolled students who did not advance register	Fall, Winter and Spring Terms	Dick Meddish generates letter giving alternative times to register, offers help	Staff time Postage Materials

SAMPLE: IN-DISTRICT OUTREACH AND CONTACT

	Activity	Dates	Responsibility	Costs
2.	Prepare mailing of 4-color brochure and individualized letter to all high school seniors	Fall Term	Jane Herbig Admissions Office	Staff time Materials Printing Postage
3.	Prepare mailing to all high school seniors and parents inviting them to COCC Fall Festival in October; invitation comes from President's office	2nd week of October	Admissions Staff	Postage Printing Materials
4.	Visit each high school during fall term; make general presentation to students using slide review; speak to individual students	Fall Term	Jane Herbig Admissions Office	Staff time Travel Materials
5.	Involve recent high school graduates now enrolled at COCC in outreach efforts	Fall Term	Jane Herbig Admissions Office	Staff time Travel
6.	Participate in high school's senior nights	Fall Term Winter Term	Jane Herbig Admissions Office	Staff time Materials Printing Postage
7.	Participate in high schools' parent nights when requested	Fall Term	Jane Herbig Admissions Office	Staff time Materials Travel
8.	Present 'Career Exploration' seminars to high school freshmen, sophomores and seniors	Fall Term Winter Term Spring Term	Bobbie Birdsall	Staff time Materials Travel
9.	Prepare mailing of Senior Day Invitations to all in-district seniors	Winter Term	Jane Herbig	Staff time Materials Printing Postage

SAMPLE: NONTRADITIONAL OUTREACH AND CONTACT

	Activity	Dates	Responsibility	Costs
9.	Talk with social service agencies and the Employment Office about strengthening the referral process	Ongoing	Gail Gilbert Director of Placement Changing Directions Staff Person	Staff time Travel
10.	Continue mobile unit outreach to Madras, Prineville and Redmond on a monthly basis. Before each term do mobile unit visits also with Bend, Sisters, Warm Springs, Sunriver and LaPine	Ongoing	Gail Gilbert	Staff time Travel Materials Advertising Postage
11.	Efforts will be made to promote credit courses with Community Education students and Community Education courses with Credit Students.	Ongoing	Don Laws Admissions Office	Staff time
12.	Develop special scheduling packages for groups of individuals who can attend college classes only during certain hours.	Ongoing	Dean of Instruction Dean of Student Services Gail Gilbert	Staff time
13.	Conduct a mini-course (seminar--2-3 meetings) designed for new arrivals to Central Oregon highlighting the area (course run through Community Education)	Fall Term	Bill Lindemann Dick Meddish	Staff time
14.	Talk to Veterans concerning benefits; research records for all formerly enrolled veterans to find out if any still have benefits; write letter to offer services	Ongoing	Dick Meddish Iris Buckle Jean McDougle	Staff time Postage Materials
15.	Determine if there are any new veterans in Central Oregon who have benefits	Ongoing	Dick Meddish Iris Buckle Jean McDougle	Staff time Advertising
16.	Conduct campus orientation days for special interest groups and other non-traditional students	Ongoing	Gail Gilbert	Staff time Materials Advertising Postage

III. DIVISIONAL/DEPARTMENTAL STRATEGIES

A. ALL STUDENTS

	ACTIVITY	DATES	RESPONSIBILITY	COSTS
1.	The faculty will participate in the early contact system. As defined in the inquiry system, faculty agree to be assigned newly admitted students for purposes of early contact	Ongoing	Bart Queary All Division/Dept. Heads, Faculty	Staff Time Lunches Postage
2.	Advisers will be assigned to part-time students on a special need basis	Ongoing	Bart Queary All Division/Dept. Heads, Faculty	Staff time
3.	The faculty will participate in the College faculty to high school faculty contact	Ongoing	Bart Queary All Division/Dept. Heads, Faculty	Staff time Travel
4.	The faculty will remind currently registered students about pre-registration	Ongoing (Before each registration)	Bart Queary All Division/Dept. Heads, Faculty	Staff time
5.	The faculty will participate in spring advisement of district high school students on-site throughout the district (Per understanding between Deans and Division/Dept. Heads.)	March-May	Bart Queary All Division/Dept. Heads, Faculty	Staff time Travel
6.	Meet with potential applicants to answer questions about academic programs at COCC	Ongoing	Bart Queary All Division/Dept. Heads, Faculty	Staff time Meals
7.	The faculty will participate in Senior Day	Ongoing	Bart Queary All Division/Dept. Heads, Faculty	Staff time

FLOW CHART FOR INQUIRY SYSTEM

Revised January, 20, 1987

1. INITIAL CONTACT, INQUIRY CARD GIVEN
   NAME OF SOURCE, DATE, EVENT

↓

2. GENERAL INFORMATION PACKET IS SENT WITH INITIAL LETTER
   * - If exploratory student, receives Bart Queary letter. → *If exploratory, student receives letter from Steve O'Brien after packet is mailed.
   * - If a major is indicated, receives Dick Heddish letter.
   - If we do not offer the major indicated a different letter is sent with a list of the other community colleges.

↓

3. TELEPHONE FOLLOW-UP CALL IS MADE TWO WEEKS (OR LONGER) AFTER PACKET IS SENT

↓

4. TWO WEEKS AFTER TELEPHONE CALL IS MADE A FOLLOW-UP LETTER IS SENT
   - Two separate letters are generated for those who have received a phone call and for those who have not (due to no phone number available).

↓

5. IF WE RECEIVE AN APPLICATION FOR ADMISSION, INQUIRER MOVES TO ADMIT STATUS

↓

6. IF WE RECEIVE NO RESPONSE (APPLICATION) AFTER 4 WEEKS FROM DATE OF LETTER SENT, A FINAL FOLLOW-UP CARD IS MAILED. THE STUDENT IS ASKED WHETHER HE/SHE WISHES TO REMAIN ON OUR SYSTEM.

↓

7. IF BLUE CARD IS NOT RETURNED, STUDENT REMAINS ON OUR SYSTEM UNTIL THE END OF SEPTEMBER OR THE END OF JUNE DEPENDING ON THEIR STATUS.

↓

8. A FINAL LETTER IS SENT AND THE INQUIRER IS PUT TO INACTIVE STATUS
   - They are automatically put to inactive status only if person states that they wish to stay on our system do they remain active.

↓

9. AT THE END OF EACH CALENDAR YEAR A PURGE IS RUN TO DELETE ALL THE INACTIVE AND THOSE ENROLLED. THIS WILL BE DONE AFTER THE REQUIRED REPORTS HAVE BEEN RUN.

*Dean of Instruction
*Director of Admissior
*Counselor

ADMIT SYSTEM FLOW CHART
FOR FALL TERM ADMITS

* RECEIVE APPLICATION FOR ADMISSION

↓

* ASSIGN ADVISER

↓

* SENT ADMIT LETTER
1) includes adviser's name
2) registration time
3) signed by appropriate division head
4) request transcripts if we have not received them yet
5) includes schedule of classes
6) includes college catalog

↓

* EARLY CONTACT PROGRAM
1) give adviser copy of admit letter
2) adviser will make personal contact with student either with a letter or phone call

↓

SEND PRESIDENT'S LETTER
(May)

↓

SEND LETTER FROM ASCOCC PRESIDENT
(June or July)

↓

SEND LETTER FROM DEAN OF STUDENTS
(August)
1) reminds student of registration time

FOR WINTER, SPRING AND SUMMER ADMITS
ONLY THE STEPS INDICATED BY AN ASTERISK *
ARE TAKEN.

OPEN-ENDED QUESTIONS FOR DISCUSSION - DRAFT
COCC FOCUS GROUPS

1. If you were to describe COCC in one sentence, what would you say?

2. Now that you have attended COCC for several terms, how would you rate us in comparison to how good a college you thought we were before you came?

3. If you had to do it all over again, would you go to COCC or some other college?

   (a) Why? (Please give reason.)

4. Would you recommend COCC to a friend or relative?

5. What are the strengths of COCC?

6. What things about COCC should be improved?

7. Why did you attend COCC?

   (a) How well did we do in helping you accomplish your goal?

8. What is your impression of the reputation COCC has in preparing students for:

(a) job _____

(b) transfer _____

(c) skills _____

9. How would you rate the overall quality of the following:

(a) courses taught at COCC _____

(b) expertise of our faculty _____

(c) level of assistance in and out of class received from faculty

(d) academic advisement--help in selecting courses--that either transfer or prepare for a job _____

(e) availability of courses you need _____

(f) class size _____

10. At any time during your educational experience at COCC did you seek help or assistance from an office other than faculty?

_____

If so, which ones? _____

Was the help useful? _____

How did you find out about these activities? _____

11. How would you rate the quality of activities and programs offered by the college for its students?

(a) social functions _____
(b) speakers _____
(c) sports _____
(d) fitness center _____
(e) wilderness activities _____
(f) student government _____
(g) student newspaper _____

How would you improve any of the above functions?

_____

_____

_____

12. What recommendations would you make to improve student involvement in extracurricular activities (i.e., social functions, speakers, sports, fitness center, wilderness activities, student government, and student newspaper)?

_____

_____

_____

Three Phases of Assessment for Student Success

I. **Assessment: Entry Skills (course placement)**

II. **Achievement: Monitoring Student and Institutional Progress**

III. **Outcomes Measurement**

ASSESSMENT: ENTRY SKILLS

Purpose: **Accurate Placement Decisions**

How: **Determine what factors influence the ability of students to succeed in a course**

Three Elements

1) Basic Skills Assessment

2) Background Information

3) Student Intentions

1) Basic Skills -

   a) standardized tests

   b) cut-off scores

   c) placement tests not strong predictors

   d) factors that affect predictive validity

      - composition of class
      - student factors
      - representative sample
      - test/criterion inconsistencies
      - variable teacher tests
      - variable grading practices

2) Background Information

   a) Personal

   b) Academic experience

   c) Special needs

3) Student Intentions

   a) Educational goals

   b) Motive

   c) Education

   d) Duration

   e) Employment

   f) College/Career Plans

I. Design of Entry Skills Assessment Program

A. Input from all faculty

B. Technology

C. Types of testing

1. Computer adaptive

2. Comparison

3. General vs. Diagnostic

II. Achievement

A. Instruction

1. Developmental

2. Sequential Course

3. End of Course

4. Faculty Made Test

B. General Feedback

1. All College Services

2. Focus Groups

C. Student Tracking

1. Attrition

D. Followup Desk (FUD)

III. Outcomes Measurement

A. Six Techniques

1. Multiple measures and observations

2. State mandated tests

3. Value added

4. Standardized tests

a) ACT - The College Outcomes Measures Project

5. Performance Funding

6. Change: Student Attitude and Value

B. Community College Outcomes Measures

1. Follow-up Studies

2. State Articulation Studies

3. Student Feedback

4. Entrance vs. Outcomes

5. Institutional Guarantee

6. Future

7. Personal Staff Outcomes

FACTORS INFLUENCING THE ABILITY OF A TEST
TO PREDICT OUTCOME IN A COURSE

INSTITUTIONAL:

1. Representative Sample: The sample you use to validate a test should be representative of the population (group) of students you plan to administer the test to for placement decisions. To administer a test that was validated on a sample of high school "college prep" seniors to a group of high school dropouts would yield meaningless information for the purposes of making college entrance decisions.

2. Composition of Sample: Research has shown the more homogeneous the test group, the higher the test's predictive validity (provided the test had been validated, using samples similar to the target test group). A test validated by using a sample from a population of recent high school "college preparatory" graduates would yield much higher predictive validity than if the test was validated using all high school graduates. The latter group would present a broader range of talent and include extreme scores on the test as well as show a broad range on the criterion (usually college grades).

3. Test/Criterion Inconsistency: To use a highly verbal test that measures traditional academic skills for purposes of screening applicants for a college welding program would yield very poor predictive results, as would the use of a welding skills test to predict success in a college level, advanced writing program.

4. Test Environment: Tests need to be administered in a consistent manner, not under extreme physical conditions like a hot day, etc., or the results could be inconsistent.

5. Teaching and Grading Practices of Faculty: The grading practices of the faculty teaching the target course are different:

   a. Instructors emphasize different criteria and performance to achieve grades. For example, in a freshman writing course, one instructor may place a heavy emphasis on the fundamental skills of grammar and spelling while another will emphasize style and yet another emphasize the theme or topic content.

   b. The teacher made tests may vary in the level of cognitive measurement and the format (true/false, multiple choice, essay).

   c. The percent of the grade earned by tests, reports, and class participation may vary.

   d. The teacher did not build on the skills measured by the test, but covered (and expected) entry skills different than what were on the test.

STUDENT:

1. Years Away From Education: There is an inverse relationship between years away from formal education and test validity. Since most college entrance tests place such a heavy emphasis on those verbal skills usually practiced in classrooms, it is not surprising that tests do not predict well for individuals who have been away from school for a number of years. This is not to say that a woman who has raised her family and twenty years later decides to attend college has less intelligence or ability than a recent high school graduate, but rather that most entrance examinations are not designed or normed to be an accurate measure of the woman's college potential.

2. Number of College Credits: Individuals who enroll in one or two college courses have more time to study and apply themselves than the student who registers for six courses. Most entrance tests are normed using full-time student samples and do not account for this variable, therefore the tests are less able to predict success for part-time students as they might for full-time students.

3. Affective Variables: The ability of a test to predict success is greatly affected by such factors as motivation, responsibility, conscientiousness and perseverance. Tests that measure academic ability do not take into account these factors, yet we know from research that strong presence of any one or a combination of these factors will affect college success, and in so doing reduce the "statistical" predictive validity of the test. Our recent examples of Vietnam era veterans, who tested poorly yet earned "A"s in college, are practical evidence of this occurrence.

4. Test Environment: When an individual is tense, anxious, or not feeling well, his/her test scores will not reflect true potential. "Test anxiety" is very prevalent among older individuals, individuals with poor verbal skills, and some handicapped individuals.

TEST:

1. The test was not designed for the purpose in which it was used.

2. The test directions were not clear.

3. The questions on the test were poorly worded or tricky, not straightforward.

4. The test did not measure the skills that needed to be measured.

5. The test was too short or long.

STANDARDS OF STUDENT PERFORMANCE IN THE COMMUNITY COLLEGE

ISSUE

Should state mandated standards of student performance be used to determine entrance to, or continuation in, a community college?

BACKGROUND

The current reemphasis on quality and excellence in public education has raised issues concerning how student progress will be measured.

Higher education is affirming its "quality" by re-examining admissions criteria, with an eye towards emphasizing entrance examinations as a means to measure standards of student performance. This has reopened an ongoing debate concerning testing.

The issue of "testing" is not new to the 1980s. "Over the past twenty years probably no single aspect of equality of educational opportunity has received as much attention as testing." (Cross, 1970.) On one hand, entrance "ability" tests have been strongly advocated as the single most important predictor of academic success in college. The extreme supporters of entrance testing have made college admissions decisions solely on the basis of test scores and have ignored other measures of academic ability such as past course work in making decisions about college admissions. Those on the other side of the issue stress that entrance tests are biased towards the highly verbal, academically gifted individual. In their vigorous attack on testing they have ignored potentially valuable test data by establishing a blind smoke screen against the entire concept of pre-college testing.

A careful look at these current practices raises serious questions about how tests are being used. As with any tool, tests can provide valuable assistance when used properly and within the limits for which they are constructed.

Whether a test is used to screen promising applicants for college admission, or to identify students who may need certain basic skill preparation before enrolling in a specific course, it must possess three properties in order to provide useful information:

1. It must be proven as an effective measure of the desired ability or skills,
2. it must measure the same type of abilities and skills taught in the areas for which it is intended to predict success, and
3. the individuals who take the test need to have an orientation to the measured skills and be similar to the norm group in numerous personal characteristics.

To determine the degree to which a test can predict success in college, its publisher will identify a sample of individuals (norm group) who are representative of the type of individuals on whom the test will be used to make decisions. After administering the test to the sample, a comparison of test scores and how well the students did in the course(s) will be computed. Usually grades are used as the "criterion" for success. The higher the relationship between test score(s) and the criterion, the stronger the predictive (validity) power of the test. Tests with strong predictive validity can assist academicians make good decisions about students, while tests with poor predictive validity provide meaningless information.

There are a number of factors that influence the predictive validity of a test; some are:

Composition of Sample: Research has shown the more homogeneous the test group, the higher the test's predictive validity (provided the test had been validated, using samples similar to the target test group). A test validated by using a sample from a population of recent high school "college preparatory" graduates would yield much higher predictive validity than if the test was validated using all high school graduates. The latter group would present a broader range of talent and have the presence of extreme scores on the test as well as show a broad range on the criterion (usually college grades).

Representative Sample: To administer a test that was validated on a sample of high school "college prep" seniors to a group of high school dropouts would yield meaningless information for the purposes of making college entrance decisions.

Test/Criterion Inconsistency: To use a highly verbal test that measures traditional academic skills for purposes of screening applicants for a college welding program would yield very poor predictive results, as would the use of a welding skills test to predict success in a college level, advanced writing program.

Years Away From Education: There is an inverse relationship between years away from formal education and test validity. Since most college entrance tests place such a heavy emphasis on those verbal skills usually practiced in classrooms, it is not surprising that tests do not predict well for individuals who have been away from formal school for a number of years. This is not to say that a woman who has raised her family and twenty years later decides to attend college has less intelligence or ability than a recent high school graduate, but rather that most entrance examinations are not designed and normed to be an accurate measure of the woman's college potential.

Number of College Credits: Individuals who enroll in one or two college courses have more time to study and apply themselves than the student who registers for six courses. Most entrance tests are normed using full-time student samples and do not account for this variable, therefore the tests are less able to predict success for part-time students as they might for full-time students.

Affective Variables: The ability of a test to predict success is greatly affected by such factors as motivation, responsibility, conscientiousness and perseverance. Tests that measure academic ability do not take into account these factors, yet we know from research that strong presence of any one or a combination of these factors will greatly impact on college success, and in so doing reduce the "statistical" predictive validity of the test. Our recent examples of Vietnam era veterans, who tested poorly yet earned "A"s in college, are practical evidence of this occurrence.

Test Environment: When an individual is tense, anxious, or not feeling well, his/her test scores will not reflect true potential. "Test anxiety" is very prevalent among older individuals, individuals with poor verbal skills, and some handicapped individuals.

CHARACTERISTICS OF THE COMMUNITY COLLEGE AND ITS STUDENTS

The community colleges multi-purpose comprehensiveness offers something for all who attend; it meets the needs of almost any student who can articulate them; and it fashions programs to meet the putative, but unarticulated needs of its parent community. Cohen (1971) By design the community college enrolls students who represent a cross section of the community it serves.

A typical community college course would enroll such students as: the recent high school honors graduate who at age 18 wishes to be a lawyer; the unemployed mill-

worker who at age 29, and without a high school diploma, wishes to learn mechanical skills so that she can get a job; the housewife wishing to return to work at age 42 with the hopes of becoming a computer operator; the office worker planning for his retirement at age 64; and the veteran retiree who, after dropping out of high school at age 16, decides to achieve a lifelong dream at age 84. Some of these "students" would be enrolled full-time, while others would be enrolled part-time; perhaps their only common demoninator is that all of these people see the community college as an opportunity to improve their life and achieve personal goals.

CONCLUSION

Due to this extremely diverse student body and test limiting factors reviewed above, traditional standardized tests that measure academic abilities, with a heavy emphasis on verbal skills, are inappropriate for use in the community college as screening for entrance.

The functions of testing at the community college must be to help its students maximize their chances of success. To do this, tests should be used to help the student and not to judge him/her. Tests directed toward comparison with others are irrelevant in the community college, but tests used by students and teachers to diagnose individual learning strengths and weakness, and to serve as guides for placement and counseling in consideration of the students' other characteristics such as age, years out of school, career goals, motivation and number of courses enrolled, are among the strongest tools of community college instruction.

RECOMMENDATIONS

Community colleges should oppose mass standardized testing of community college students.

Community colleges should identify the prerequisite skills necessary for success in a course by course basis. Testing and other measures of student performance should then be validated against local criteria, using representative samples. The results of the testing and a review of other student characteristics should be used in a program of counseling and advisement to help individual students select the courses and program most suitable to their talents and skill level.

Community colleges should continue to help students reach levels of educational performance necessary to satisfy standard entrance requirements of the job market place and of transfer educational programs or institutions.

Course Number _ _____ Course Title _____

Usually offered in an academic year: F____ W____ S____ Su____

1. What do you need to know about a student's abilities or skills to decide if he or she is ready for your course?

   (a) Courses that are a prerequisite to this course: _____

   _____

   _____

   (b) Academic skills recommended for this course:

Skill	Level
Reading	_____
Mathematics	_____
Writing	_____
Library	_____
Computer	_____
Other Skills	_____

   _____

   _____

   (c) Other information: _____

   _____

   _____

   _____

   _____

   _____

(over)

2. What is the nature of the work associated with class? (Please give qualitative and quantitative information.)

Readings _____

_____

Reports _____

_____

Homework _____

_____

Lab time _____

_____

Preparation for quizzes and tests _____

_____

Field work _____

_____

Library time _____

_____

Other _____

_____

3. What factors do students who are unsuccessful in the course have in common?

(a) What preparation do these students lack? _____

_____

(b) What skills do these students lack? _____

_____

(c) What other work habits should these students have cultivated?

_____

(d) Other factors or pitfalls that you have observed: _____

_____

Central Oregon Community College
2600 N.W. College Way • Bend, OR 97701-5998 • 503/382-6112

May 14, 1987

Ms. Gina Harris
1205 NW Portland Apt #2
Bend, OR 97701

Dear Ms. Harris:

We need your help! As part of our effort to continually improve the quality of Central Oregon Community College we have randomly selected the names of students who have taken courses and are currently enrolled at COCC. We would like to ask you to share with us feedback on how well you think COCC is doing to meet student needs.

To provide you an opportunity to do this we have scheduled 26 small group meetings where one member of the Student Affairs Committee or college staff will visit with groups of seven to eight students to hear your thoughts on COCC. We believe the only way we can be sure that what we are doing meets the needs of our students is to ask them directly. In the past we have used questionnaires for this purpose. However, students have told us that questionnaires don't allow for the open discussions and sharing of feedback and ideas.

Since it is not physically possible to invite all of our students to come and talk with us, through our computer we have identified a random sample of about ten percent of the entire student body. If the results of our discussions are to provide ideas truly representative of all our students, the participation of each person selected in our sample is crucial.

The process is simple:

1. Please select the time period best for you from the attached listing of 26 sessions. Then call my office, 385-5510, to confirm your feedback session. We will schedule eight students per session.
2. Come to your selected session on the day and time indicated.
3. Each group will have a facilitator who will lead the discussion on a number of topics related to how well you feel we did (or are doing) in helping you achieve your goals. We will cover such topics as quality of instruction, academic advisement, extracurricular activities, availability of faculty, and support services. Overall, we are very interested in hearing your specific ideas on how we can improve the quality of student life at Central Oregon Community College.

Thank you in advance for taking the time to give us feedback on how well we are doing.

Sincerely,

William H. Lindemann, Jr.
Dean of Student Services

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WHL/ld
Attachment

CENTRAL OREGON COMMUNITY COLLEGE
CHILD CARE SURVEY

1. Your Age: (Please circle)

   a. 21-25 b. 26-30 c. 31-35 d. 36-40 e. over 40

2. Marital Status: (Please circle)

   a. Single Parent b. Married c. Single (no children)

3. How many credits are you currently taking this term? (Please circle)

   a. 1-3 b. 4-6 c. 7-9 d. 10-12 e. 12 or more

4. Sex: (Please circle)

   a. Male b. Female

5. Annual Income: (Please circle)

   a. Less than $2,000 b. $2,001-$5,000 c. $5,001-$9,000

   d. $9,001-$17,000 e. over $17,001

6. Do you feel that Central Oregon Community College should provide a child care service for students who attend the college? (Please select only one.)

   a. NO, child care is not an appropriate service for COCC to provide its students.

   b. YES, the program should be fully funded by the college at **no cost** to the students who use the service

   c. YES, the college should pay part of the costs and the students who use the service should pay for part.

   d. YES, the college should pay part of the costs and monies from a student activity fee paid by all students should pay part.

   e. YES, the funding should be a combination of all three above.

If you have children please respond to questions #7 through #15.

7. Are you currently using child care? (Please circle)

   a. YES b. NO

8. If yes to #7, what type of child care do you use? (Please circle)

   a. COCC child care program b. Home care

   c. Spouse or relative d. Other child care

(please turn over)

9. How many children use child care? (Please circle)

   a. 1 b. 2 c. 3

10. If you do not use the COCC child care service now, please tell us why not. (Please circle)

   a. Don't need it, have other arrangements that works well for me.

   b. COCC Program costs too much.

   c. Need child care during hours other than available.

   d. COCC Center is too far from the campus.

   e. Did not know the program existed.

11. If a COCC Child Care Center was on or near campus (1 mile), would you use the service? (Please circle)

   a. YES b. NO

12. If your answer was YES to question #11, how many hours per week would you need child care? (Please circle)

   a. 0-7 hrs. b. 8-14 hrs. c. 15-25 hrs. d. 26-35 hrs. e. over 35 hrs.

13. What times during the day/week would you use child care? (Please circle)
   (If more than one, circle all that apply)

   a. mornings b. afternoons c. all day d. evenings

14. What would be the maximum amount you could pay on an hourly basis? (Please circle)

   a. 0 b. $.25-$1.00 c. $1.01-$1.50

   d. $1.51-$2.00 e. over $2.00

15. How would you prefer to pay child care? (Please circle)

   a. Pay with check b. Pay by working in Center

   c. Combination of A and B

_____ _____

Name (optional) Date

_____

Social Security Number

Automotive

SSN	NAME	PRESENT ADVISER	OLD ADVISER	SECT	FALL85	WT.86	SPR86	FALL86	WIN87	SPR87	GPA	MAJOR	D-PHONE	PRESENT MAJOR
541661	RICHARD R	MOODY	MOODY	0285				14	12	14	4.00	AUTO	3881206	AU
542900	JAMES J* +	EHL	EHL	0257	13	14	17	12	12	12	3.63	AUTO	5492201	AU
543783	MIKE A	EHL	EHL	0257							0		3884029	AU
542966	THOMAS A*	MOODY	MOODY	0269	(8)	(12)	(14)	(12)	(12)	13	2.65	OLD	4477863	OLD
557894	DANIEL C	MOODY	MOODY	0285				14	12	14	1.92	AUTO	3880753	AU
540045	BRIAN L +	EHL	EHL	0257	17	15	17	17	20	18	3.07	AUTO	3829880	AU
544805	RICHARD A	MOODY	MOODY	0285				17	18	14	3.29	AUTO	3892801	AU
543115	JAMES M	DANIEL	DANIEL	0285				14	14	12	1.79	LIB	5487343	LIB
542902	KEVIN J	MOODY	EHL	0257	17	15	13				.69	AUTO	3894434	AU
542964	JAY E	EHL	EHL	0257	13	15	14				2.10	AUTO	5762308	AU
541044	TROY E	MOODY	MOODY	0257	17	15	14				2.83	AUTO	3896792	AU
541760	DAVID L	MOODY	MOODY	0257	14	12	13				1.60	AUTO	4474750	AU
542063	R PAUL	EHL	EHL	0285				17	15	16	1.07	AUTO	3332257	AU
559900	ANTHONY A*	EHL	EHL	0257	14	12	14	17	13	13	1.85	AUTO	3827378	AU
535683	GERALD L	EHL	EHL	0285				14			0	AUTO	3895956	AU
543720	STEVE L*	MOODY	MOODY	0257	10						1.87	AUTO	3896544	AU
461238	KENNETH S	EHL	EHL	0285				17	15	17	2.10	AUTO	5762451	AU
536403	ROBERT L	MOODY	MOODY	0257	15	15	14	14	3		2.46	AUTO	3893105	AU
529253	CYNTHIA M	MOODY	EHL	0257	17	16	14	14	14	2	.37	AUTO	3880896	AU
544024	JOE E	REIN	REIN	0257	11	14					.80	DRFT	4477121	DRFT
540767	ROOSEVELT T	MOODY	MOODY	0257	17						0	AUTO	5531764	AU
556084	RICHARD C +	EHL	EHL	0257	15	15	14	19	25	15	3.56	AUTO	3829225	AU
517805	ANDREW T	MOODY	MOODY	0257	14	15	17	16	19	20	2.89	AUTO	4477671	AU
543929	RAYMOND L* +	MOODY	MOODY	0269	12	12	12	13	12	15	2.83	AUTO	NONE	AU
544947	MICHAEL D	EHL	EHL	0257	14	16	17	14	16		2.60	AUTO	3829203	AU
540742	JEFFRY A	MOODY	MOODY	0257	14						0	AUTO	3930420	AU
543782	RUBIN D*	QUESNELL	MOUGHT	0257				(12)	(10)	15	1.75	SOC	3884360	SOC
540747	KEVIN E	BIRDSALL	LAMONT	0257	11	18		8			.94	AUTO	NONE	PSY
542548	DAVID R +	MOODY	MOODY	0257	13	12	11	14	15	18	3.91	AUTO	5483561	AU
544924	RUSSELL A*	EHL	EHL	0257	6	6	7				2.20	AUTO	NONE	AU
542769	CHRIS	BIRDSALL	LAMONT	0257	11	14					0	AUTO	3884849	AU
543641	WILLIAM P	MOODY	MOODY	0257	13	12	17	14			1.86	AUTO	5499447	AU
541882	STEVE J	MOODY	MOODY	0257	17	16	11				.81	AUTO	NONE	AU
545579	JENNY R	EHL	EHL	0285				17	15		1.93	AUTO	4476949	AU
541740	GEORGE A* +	MOODY	MOODY	0257	13	12	14	13	17	20	2.66	AUTO	3823148	AU
543041	MONTE A	EHL	EHL	0257	16	15	15	1			1.40	AUTO	3897509	AU
*543823	DON A*	MOODY	LAMONT	0257				13	12	9	.76	AUTO	9432711	AU
544947	KARL J	RENNER	RENNER	0257	(13)	(12)					1.11	BUS	3820423	BUS
541707	TIMOTHY R*	EHL	NONE	0269	4	6	6	4			3.40	AUTO	4471776	AU
571334	GARY L	GILDERSL	COOPER	0285				17	13	12	3.30	FORR	5361065	FOR
543021	ROBERT L	MOODY	MOODY	0285				17	15		.69	AUTO		AU
542040	NATHAN S	GILLESP	GILLESP	0285				12	16		2.00	LIB	8861065	LIB
446628	RANDY J	EHL	EHL	0257	11						0	AUTO	4476458	AU
542022	RICHARD A	EHL	EHL	0285				17	12	14	1.85	AUTO	3825122	AU
541801	STAN R	MOODY	MOODY	0285				6			3.00	AUTO	NONE	AU
543940	BRAD A	MOODY	MOODY	0257	14	12	14	12	11	6	1.49	AUTO	5468721	AU
544669	DAVID J	MOODY	MOODY	0257	17						0	AUTO	4471770	AU

* RETURN STUDENT FROM EARLIER THAN FALL 85
\+ A/S AUTOMOTIVE SPRING 87

AUTOMOTIVE STATISTICS

		AUTO MAJ	NOT AUTO MAJ
STUDENTS WHO REGISTERED IN BEGINNING CLASS, FALL 1985	-	21	13
STUDENTS WHO DROPPED OUT OF SCHOOL ENTIRELY	-		1
STUDENTS WHO DROPPED OUT AND THEN RETURNED TO AUTO	-		1
STUDENTS WHO CONTINUED CLASSES BUT NOT AUTOMOTIVE	-		3
STUDENTS WHO DROPPED AUTOMOTIVE AFTER ONE TERM	-	3	1
STUDENTS WHO STAYED IN AUTO FOR AT LEAST 3 TERMS	-	16	6
STUDENTS WHO ENROLLED EACH TERM THRU WINTER 1987	-	9	3

TOTALS:

RETURNING STUDENT IN AUTOMOTIVE FALL85 = 10
NEW STUDENT FALL 85 = 22
NEW STUDENT FALL 86 = 11

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Data Elements for Student Follow-up/Outcome Measurement

A. Transfer (Lower Division)

1. College students transfer to.
2. At what point in the students' community college program do they transfer (1,2,3,4,5,6 term, etc.)
3. What courses do/do not transfer, program by program, by four-year college/university.
4. How well does their GPA do after leaving the community college:
   a. Community college GPA upon transfer.
   b. GPA at four-year college after 1 term, 2 terms, at graduation (completion).
   c. How long did it take to graduate.
   d. How many of our community college students who transfer graduate compared to native students.
5. General evaluative questions about the community college:
   a. How well did the community college prepare the students for the four-year institution?
   b. Would the student do anything different if they did it again?
6. General evaluative questions about the community college and educational services provided.

B-1. Vocational/Technical (specific questions following State formats):

1. What type of job do students (grads) currently have?
   a. Job title
   b. Salary
2. Career/Training related
3. How well did the community college prepare them for the job they currently have?
4. Are they pleased with their current jobs?
5. Did the community college live up to their expectations?
6. General evaluative questions about the community college.

B-2. Employer Follow-up:

1. General evaluative questions on how well the college has prepared his/her employee for their job.

**These elements are provided to enable the reader to get a general idea of the type of information a college might gather. Final determination as to the data elements and the specific items included in a survey should be determined after consultation with the appropriate academic division heads and faculty.

ERIC Clearinghouse for Junior Colleges
MAY 27 1988